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ABSTRACT

Designed as a 6- to 9-week unit of instruction at the middle or junior high school level, this course offering represents a segment of a comprehensive course in orientation to vocational occupations. (When this comprehensive course is completed, a student may enroll in one or more of the three elective courses in distributive education providing an opportunity to explore in greater depth career opportunities in retailing, marketing service industries, and wholesaling--each of which has its own similar curriculum guide). The offering covered by this curriculum guide is intended to make the student aware of the broad field of marketing activities and the careers available to him within the various businesses, industries, and agencies. The guide is divided into two sections: The Teacher's Guide and Student Materials. The ten units in the Teacher's Guide are (1) Making It In Marketing, (2) Marketing Research and Information, (3) Standardization and Grading, (4) Buying Materials, Machinery, Manpower, (5) Personal Selling and Promotion, (6) Storage of Merchandise, (7) Transportation of Products and People, (8) Financing Marketing Activities, (9) Risks Involved in Marketing, and (10) Management Decisions and Policies. Each unit includes competency statements, performance objectives, concepts developed, suggested equipment, recommended materials, consumable supplies, special resources, pre- and post-test evaluation instruments--with keys, group and individual learning activities, and special media. The Student Materials section is composed of (1) Student Handouts, (2) Scene and Survey Evaluation Instruments, and (3) Special Resources (Audio-Visuals, Resource Publications, Commercial Games, and Names and Addresses of Sources). (HD)

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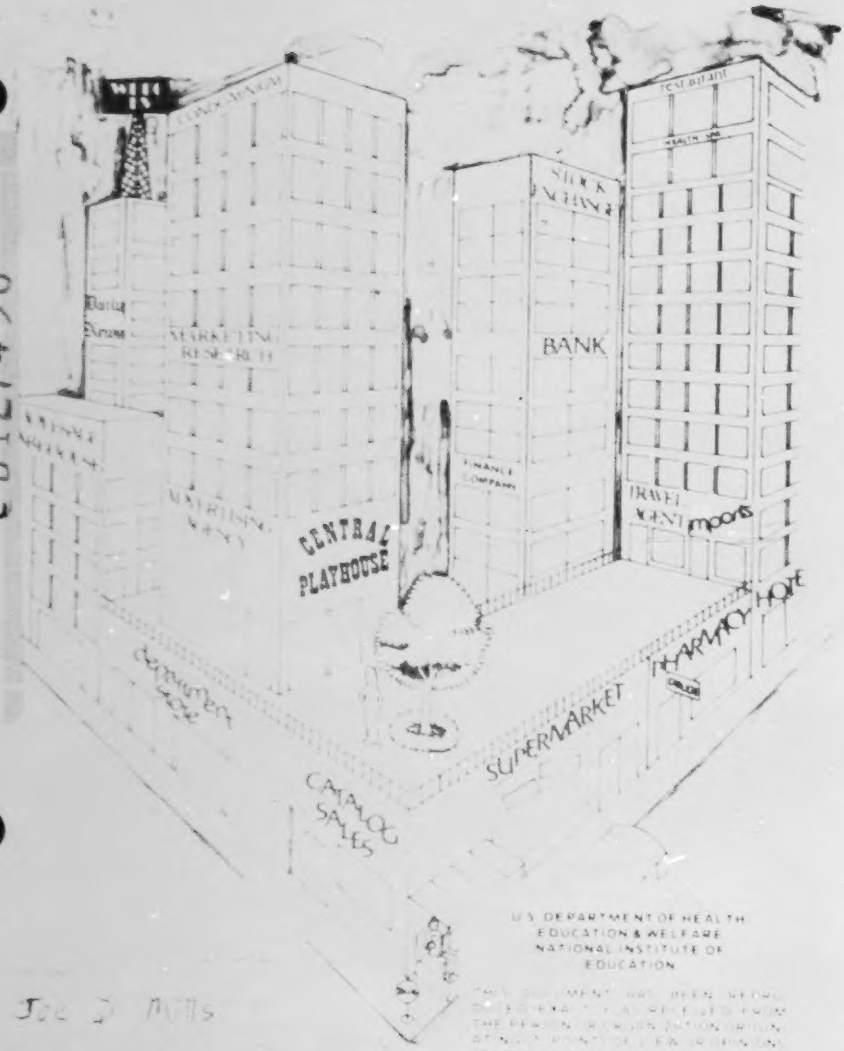
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ORIENTATION TO MARKETING CAREERS

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Florida Department of Education
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FOREWORD

Orientation to Marketing Careers is a Distributive Education offering which is designed as a six to nine week unit of instruction at the middle or junior high school level. It represents a segment of a comprehensive course in "orientation to vocational occupations."

When this comprehensive course is completed, a student may enroll in one or more of the three elective courses in Distributive Education available to him during the middle grades. Each of these courses provides the student with an opportunity to explore in greater depth, the career opportunities available throughout the marketing process, including retailing, marketing service industries, and wholesaling.

In this offering, the student is made aware of the broad field of marketing activities and the careers available to him within the various businesses, industries, and agencies. He has an opportunity to experience the tasks performed by marketers through "hands-on activity" projects.

The curriculum guide is divided into two major sections: the teacher's guide section and the student materials section. The teacher's guide includes the following components in the order given below:

- COMPETENCY STATEMENT
- PERFORMANCE OBJECTIVES
- CONCEPTS DEVELOPED
- SUGGESTED EQUIPMENT
- RECOMMENDED MATERIALS
- CONSUMABLE SUPPLIES
- SPECIAL RESOURCES

PRETEST EVALUATION INSTRUMENT (SCENE) – KEY
POST-TEST EVALUATION INSTRUMENT (SURVEY) – KEY

- GROUP LEARNING ACTIVITIES
- INDIVIDUAL LEARNING ACTIVITIES
- SPECIAL MEDIA

The student materials section is composed of three areas in the following order:

STUDENT HANDOUTS
PRETEST EVALUATION INSTRUMENT (SCENE)
POST-TEST EVALUATION INSTRUMENT (SURVEY)
SPECIAL RESOURCES

At the completion of this *Orientation to Marketing Careers* offering, it is anticipated that the student will:

. . . demonstrate an awareness of the major marketing activities and the career opportunities available to him within the broad field of marketing.

. . . relate the importance of marketing in the economy and the value of the tasks performed within the marketing occupations.

. . . identify initial career goals and values.

. . . exhibit a better understanding of his self-identity and the role he may assume in society.

ACKNOWLEDGEMENTS

Our gratitude is extended to the following teachers for their efforts in developing the original draft of this curriculum guide during a summer workshop held at Florida Atlantic University:

Ruby Elliott	Dan Swan
Charles Kulp	Tom Watts

Roger Stubing

Sincere appreciation is expressed to all Distributive Education teachers who field tested the draft copies of the guide for two years and who provided assistance and constructive suggestions in its final development.

Special recognition is extended to the following writers who participated in a summer workshop at Florida Atlantic University to revise the content, design, and format of the guide:

Linda Myers Boyer, Chairman

Eileen Burke	Gary James
John Cornelius	George Lucier

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The final revision of this curriculum guide was prepared and edited by Miss Barbara J. Wilkie, Curriculum and Instruction Specialist, under a special grant through the University of South Florida.

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INTRODUCTION

This *Orientation to Marketing Careers* guide has been developed around the eight major marketing functions of: marketing research, standardization and grading, buying, selling, storage, transportation, finance, and risk. Each of these marketing functions or activities has been handled in a separate unit. The coordinating element of management, which is a level of performance found within each of the marketing activities, has been covered in the final unit of the guide, "Getting It Together." The first unit is intended to give the student an overall view and understanding of the channels of distribution and the major marketing functions which occur throughout the channels in all kinds of businesses and industries.

Within each unit of the teacher's guide section, you will find the following components in this designated order:

1. *Competency*—an overall statement of what the student is expected to attain.
2. *Performance Objectives*—specific steps which the student should accomplish in the sequential order that he should perform them. For example, the first objective will indicate the beginning or knowledge level at which he should demonstrate proficiency before continuing to a higher level indicated by the second objective.
3. *Concepts*—an overview of the major ideas or content that is suggested for that unit. These have been identified in the order which would most likely be used to effectively cover the learning unit.
4. *Equipment*—suggested audio-visual equipment or furniture to be used with the learning activities of that unit.
5. *Materials*—recommended audio-visual and printed resources which are congruent with the unit and which have been reviewed by distributive educators to ascertain their value for the given unit.
6. *Supplies*—consumable items which are basic to the effective development of the suggested learning activities in the unit.
7. *Special Resources*—other recommended resources which would be helpful, if available or possible, including commercial games, field trips, and speakers. Special Student Handouts contained within the guide are also identified here by numbers.
8. *Evaluation Keys*—answers for both the pretest (Scene and post-test (Survey) evaluation instruments for the unit.
9. *Learning Activities*—suggested group and individual learning experiences and projects presented in the order in which they should be used according to the objectives. The group and individual activities especially designed for the beginning level of learning stated in the first objective are placed at

the beginning of the activities area. Group and individual activities corresponding to the next level of learning indicated by the second objective would follow, and so on.

10. *Special Media*—recommended audio-visual materials, printed resources, and commercial games which would enhance student interest and understanding. These are materials reviewed and/or used by Pre-Vocational Distributive Education teachers.

The student materials section of the *Orientation to Marketing Careers* guide includes three divisions: student handouts, evaluation instruments, and resource materials.

1. *Students Handouts*—information sheets, special activities, student projects numbered in the order suggested in the learning activities area of the teacher's guide section and which are designed for easy duplication.
2. *Evaluation Instruments*—measurement items to ascertain the student's competencies before he begins a unit and evaluate his performance following the completion of the learning activities. Each pretest and post-test evaluation instrument contains a test item designed to evaluate the level of learning specified by the performance objectives.

   The evaluation instruments have been given names other than pretests or post-tests to assist the teacher in creating a positive atmosphere for measurement of the student's ability and progress. The pretest instruments are called *Scenes*. Depending upon the unit, it may be entitled, "The Buying Scene," "The Marketing Risk Scene," or "The Management Scene." Each of the ten units will have a pretest instrument, which is indicated by a clue word of that unit, such as standardization or transportation, and the word "scene."

   The post-test evaluation instrument is called the *Survey*. Like the scenes, each unit has an evaluation instrument identified by a clue term and the word "survey." Some examples of these include "The Storage Survey," "The Selling Survey," and "The Standardization Survey."

   It is important to note that each pretest Scene or post-test Survey have exactly the same number of test items as there are objectives for the particular unit. If the unit has two objectives, then the Scene and Survey for the unit will each have two test items. The test items are numbered to correspond with the order of the stated objectives and the learning activities. Thus, the first test item on both the Scene and Survey evaluation instruments will assess the student's learning level according to the first objective of that unit. Likewise, the second test item will correspond to the second objective and the third test item would match the third objective of that unit.
3. *Resource Materials*—audio-visual materials, resource publications, commercial games, and organizations which may be helpful in teaching *Orientation to Marketing Careers*. All of these have not been suggested within the

teacher's guide section. Resources are included that *may* be appropriate, but have not been reviewed to ascertain their relativity to this offering. It should be noted that there are many other materials which have been specifically omitted because they are not appropriate for this learning level or they are not acceptable for the marketing information content.

The *audio-visual materials,* include 16mm films, silmstrips, slides, tapes, records, and transparencies. Films are identified as in color or black and white. Filmstrips are classified according to sound and color. If a filmstrip is in color, the word color will follow the filmstrip title. Otherwise, it is in black and white. If the word sound follows the filmstrip title, the filmstrip includes tapes and/or records. Otherwise, the filmstrip is silent. Tapes are identified as reel or cassette.

All of the Audio-Visual Materials are arranged in alphabetical order according to the material's title. Pertinent information about the material follows, as well as the resource name. If the title includes a series of materials, such as tapes or slides, specific individual titles are printed on succeeding pages under the resource's name. All audio-visual resources' names and addresses follow the materials listings for easy reference.

The *resource publications* include pamphlets, booklets, career briefs, comic books, books, and reference volumes. The title of a publication is listed in alphabetical order, followed by its publisher. If the publication is a series of units or briefs, a detailed list of specific titles follows the alphabetical listing. Those publications with detailed listings have been identified with an asterisk* after the resource's name.

The specific listings will be found on a succeeding page under the resource's name. Those alphabetical listings with the asterisks which have detailed listings on succeeding pages have the resource's address printed on that page rather than within the general alphabetical list.

Certain commercial games have been reviewed and used by teachers with their Pre-Vocational Distributive Education students. Some of these have been recommended under Special Resources at the beginning of each unit. A comprehensive list of these has been included directly behind the specific publications lists.

In addition, some professional, business, and educational organizations have been identified with names and addresses to assist in the location of additional new materials. These have been listed in alphabetical order for easy reference.

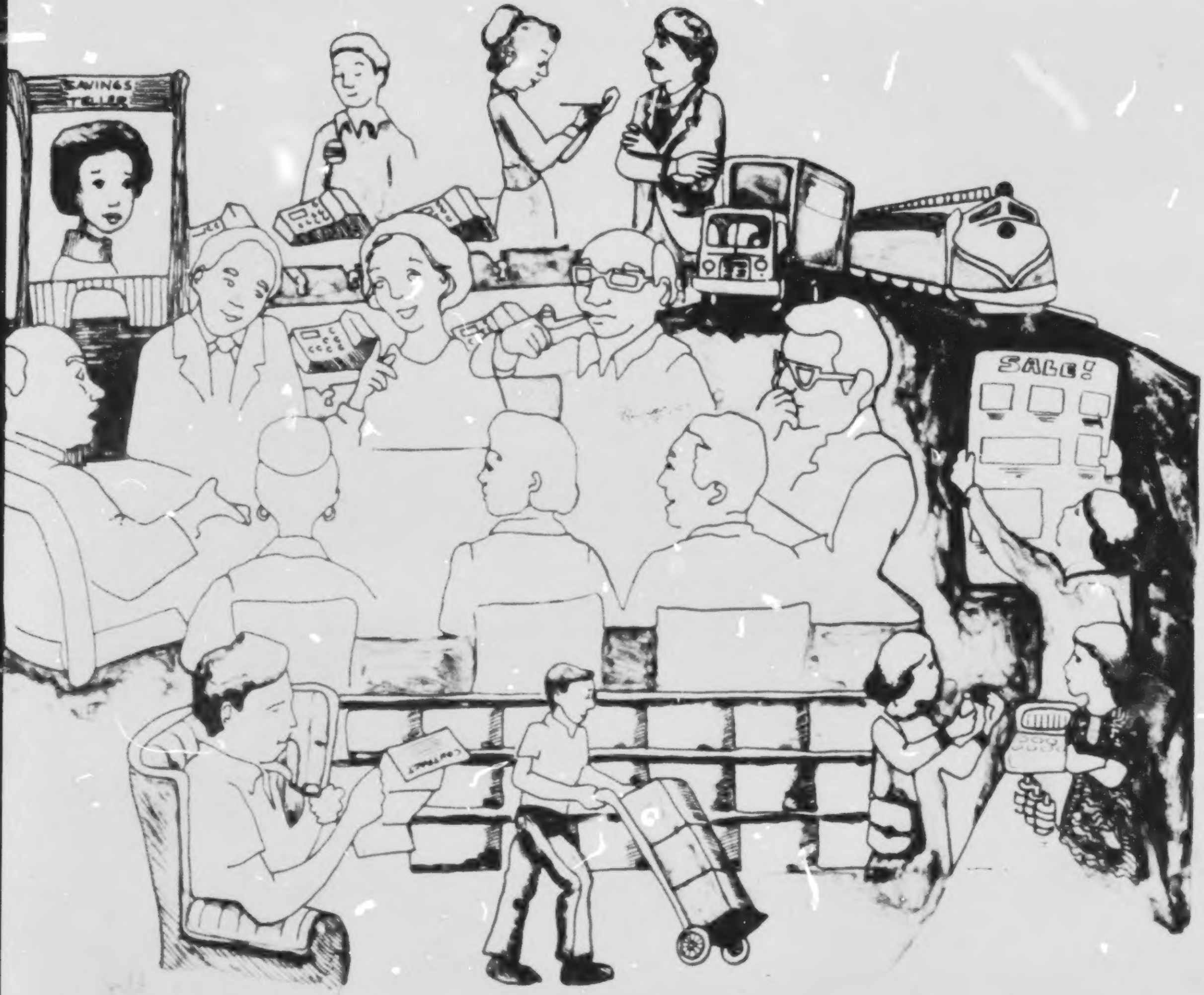
It is not expected that every teacher will use all of the suggested learning activities and materials contained in this guide. Some course offerings are scheduled for six weeks; others continue for nine weeks. Class periods extend for different lengths of time. Teachers will develop activities and materials to better meet the needs of his/her students.

It is hoped that this curriculum guide will provide direction and assistance to the teacher. In addition, the teacher is encouraged to cover at least part of each unit, so that each student will develop an awareness of all phases of marketing. Performance objectives and sets of learning activities for each objective, as well as a pretest and post-test item for each objective have been incorporated into each unit to assist in this task.

A teacher may decide to cover only a portion of a unit. In this case, he would work with the student on the information and materials corresponding to the first objective of that unit since this is the beginning or knowledge level. The first objective, its learning activities, and its test item must be covered before a student progresses to the second objective and its materials. Likewise, objectives one and two must be satisfied before a student attempts the learning activities and evaluation items corresponding to objective three.

One or more of the learning activities for an objective may be used. The group activities are specifically designed for a number of students. The individual activities, however, may be used with an entire class of students working independently or with one individual student on his own. Thus, a teacher might select one group and one individual activity to use with a class of students.

teacher's guide section


SAVINGS TELLER
SALE!
CONTRACT

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MAKING IT IN MARKETING

Competency

Awareness of the eight major marketing activities, the interrelated function of management, the types of marketing businesses, and the role that each plays in the flow of goods and services from the producer to the consumer.

Objectives

1. Without assistance, the student will identify the major components in the channels of distribution and arrange them in the correct order to show the most frequently used channel with 80% accuracy. (knowledge)

2. Given fifteen descriptions of marketing terms including the eight major marketing activities, the student will supply the appropriate term for each description with 80% accuracy. (knowledge)

3. Given ten examples of marketing businesses, the student will identify each as a wholesaler, retailer, marketing service institution or producer with 80% accuracy. (comprehension)

4. Given ten marketing situations, the student will decide which marketing function is involved in each case with 80% accuracy. (comprehension)

Concepts

1. All goods must first be produced. A *producer* may be a manufacturer, converter, or an extractor (mining or agriculture).

2. A *consumer* is one who purchases goods or services for use, not for resale. Consumers obtain products from the producer in many ways since it is not always practical to purchase them directly. The *retailer* sells goods directly to the individual consumer. The retailer may buy goods directly from the manufacturer or producer, from a wholesaler, or from a special agent.

3. A *wholesaler* acts as a middleman in distributing goods between the producer and the retailer.

4. An *agent* or *assembler* often represents several producers in dealing with wholesalers and retailers.

5. The various ways in which products are distributed from the producer to the consumer are known as the channels of distribution. The most frequently used channel is Producer-Wholesaler-Retailer-Consumer.

6. *Marketing Service Industries* buy from and sell to manufacturers, wholesalers, and retailers, as well as to consumers. These businesses sell services that are needed or desired by consumers and businesses.

7. *Marketing* includes all the activities involved in acquiring and distributing goods and services for processing, business use, or personal consumption. It is concerned with obtaining materials, men, and machinery. It involves product research and planning, but not the actual production.

8. *Distribution* includes all the marketing activities which occur in the merchandising and supplying of goods and services.

9. Eight major activities are involved in the marketing of all goods and services:

    marketing research—involves the gathering of information so that marketing managers can make sound decisions and solve marketing problems.

    standardization and grading—involves setting values or limits for the goods and services, as well as the inspection and labeling to check conformity.

    buying—supplies a business with the necessary materials needed for its use or resale to another business or consumers.

    selling—the process of assisting or persuading a customer to make a wise buying decision through personal contact or sales promotion materials.

    transportation—provides the service of physically moving property and people from one location to another.

    storage—provides the time and space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers.

    risks—are possibilities of financial loss to people or property by unforeseen or uncontrollable factors.

    finance—deals with funds necessary for business operations and customer purchases.

    Management serves as a coordinator for all marketing activities.

10. Many career opportunities are available in marketing with very high employment demands in retailing, wholesaling, the hotel/motel industry, and in restaurant/food service establishments.

Equipment

1. Overhead Projector
2. 16 mm Projector
3. Filmstrip Projector

Materials

1. Booklets: *A Marketing Story* *Channels of Distribution* *Career Log*
2. Magazines: *Career World*
3. Book: *Your Job In Distribution*
4. Career Briefs, Booklets, Cards (See Appendix)
5. Filmstrips: "The Role of our Labor Force," "A Job that Goes Someplace" "Job Opportunities Now, Set I" "Discovery"
6. Slide Series: "The World of Marketing and Distribution"
7. Film: "Marketing as a Career"
8. Comic books: "Popeye and Careers" Series, King Features

Supplies

1. Posterboard, Construction Paper
2. Ruler, Scissors, Glue, Felt Markers
3. Telephone Directories, Local Newspapers, Magazines

Special Resources

1. Student Handouts: #1 – 9
2. Commercial Games: Junior Executive, Park and Shop, Dealer's Choice

THE MARKETING SCENE – KEY

1. Answers must be in the following order:

   1. Producer
   2. Wholesaler
   3. Retailer
   4. Marketing Service Industries
   5. Consumer

   Any appropriate drawing is acceptable.

A score of 4 or 80% accuracy on this test item will satisfy objective #1.

2. The following marketing terms should be given:

   1. Wholesaler
   2. Producer
   3. Retailer
   4. Consumer
   5. Research
   6. Buying
   7. Marketing
   8. Risk
   9. Storage
   10. Finance
   11. Selling
   12. Service
   13. Management
   14. Transportation
   15. Standardization

If the student achieves a score of 12 correct answers or 80% accuracy, he will have demonstrated adequate proficiency on objective #2.

3. The businesses should be identified as follows:

   1. Producer
   2. Retailer
   3. Marketing Service
   4. Producer
   5. Retailer
   6. Marketing Service
   7. Wholesaler
   8. Retailer
   9. Producer
   10. Marketing Service

Eight (8) correct answers or 80% accuracy on this evaluation item by the student will show satisfactory understanding of objective #3.

4. The marketing situations involved the following marketing activities:

   1. Marketing Research
   2. Standardization
   3. Buying
   4. Selling
   5. Transportation
   6. Storage
   7. Risk
   8. Finance
   9. Selling
   10. Management

If the student answers 8 situations correctly for 80% accuracy on this measurement item, he will have exhibited acceptable performance for objective #4.

THE MARKETING SURVEY – KEY

1. Answers must be in the following order:

    1. Producer
    2. Wholesaler
    3. Retailer
    4. Marketing Service Industries
    5. Consumer

If the student accurately identifies 4 of the 5 components in the above question, he will have displayed sufficient knowledge for objective #1.

2. The following marketing terms should be given:

    1. Wholesaler
    2. Producer
    3. Retailer
    4. Consumer
    5. Research
    6. Buying
    7. Marketing
    8. Risk
    9. Storage
    10. Finance
    11. Selling
    12. Service
    13. Management
    14. Transportation
    15. Standardization

A score of twelve correct answers for 80% accuracy on this test item by the student will show satisfactory accomplishment for objective #2.

3. The businesses should be identified as follows:

    1. Producer
    2. Retailer
    3. Marketing Service
    4. Producer
    5. Retailer
    6. Marketing Service
    7. Wholesaler
    8. Retailer
    9. Producer
    10. Marketing Service

When the student attains 8 correct answers or 80% proficiency, he will have indicated the necessary understanding for objective #3.

4. The marketing situations involved the following marketing activities:

    1. Marketing Research
    2. Standardization
    3. Buying
    4. Selling
    5. Transportation
    6. Storage
    7. Risk
    8. Finance
    9. Selling
    10. Management

After successfully completing 8 of the 10 situations above for 80% accuracy, the student will have demonstrated acceptable performance for objective #4.

LEARNING ACTIVITIES

UNIT TITLE *Making It In Marketing* UNIT # *1* OBJECTIVE # *1*

Group

1. Review with the students the major components in the channels of distribution: PRODUCER – WHOLESALER – RETAILER – MARKETING SERVICE INDUSTRIES – CONSUMER. Divide the class into five groups and give each of them one of the five components. Ask each group to prepare fifteen questions about their component at three levels of difficulty, so that they have five easier questions, five of moderate difficulty, and five of greater difficulty. Review all of the questions from the five groups, editing and arranging all of them in three categories. Study the rules of the Student Handout #1: "CHANNEL CHALLENGE" and review them with the students. Play the game activity as directed and reemphasize the most frequently used channel of distribution and its components at the end of the game.

2. Write the following words on the chalkboard or overhead projector: Producer, Wholesaler, Retailer, Marketing Service Industry. Above each of the words, place a (+) to the left and a (–) to the right as shown below.

+ –	+ –	+ –	+ –
Producer	Wholesaler	Retailer	Marketing Service Industry

Select two students to come up to the front of the room. Have one student stand to the left of the board or projector to represent the (+) and the other student stand to the right to represent the (–). Ask the class how many of them would like to work for a producer and write that number above the plus sign over the word producer. Ask the class how many of them would not like to work for a producer, and place that total above the minus sign over the word producer. Ask the class how many of them did not vote and if they know why they did not vote. Ask some students who voted yes (+) why they voted that way. Ask some of the students who indicated no (–) why they would not want to work for a producer. Discuss what is meant by a producer including reference to the agricultural businesses, mining operations, and manufacturers.

Follow the same procedure for each of the other three types of institutions: wholesalers, retailers, and marketing services. Select different students to represent the (+) and (–) poles and use the following terms on the board, overhead, or signs held by the students:

PRODUCER	*WHOLESALER*	*RETAILER*	*MARKETING SERVICES*
Perfect (+)	Winner (+)	Right On (+)	Super (+)
Pooh (–)	Waste (–)	Ripoff (–)	Stinker (–)

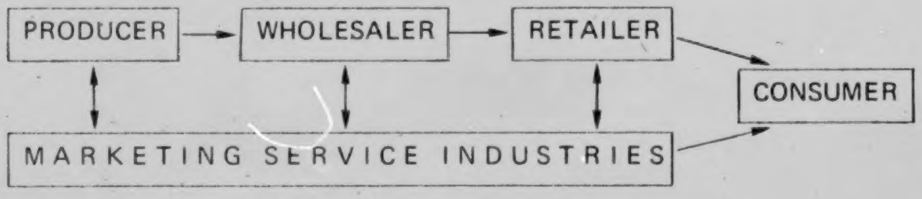
Emphasize the role and importance of each of the components in the channels of distribution and review the order of the flow of goods in the most frequently used distribution channel.

Group

3. Have students bring in enough copies of old magazines that can be cut up, so that you have at least one magazine for each student. Check with your school librarian to obtain copies of outdated magazines which will be thrown away. Give each student a sheet of construction paper, scissors, glue, a ruler, a magic marker or crayon, and tape.

   Ask each student to select one of the major components in the most frequently used channel of distribution, not including the consumer, namely: producer, wholesaler, retailer, marketing service industries. Explain that each of them will create a marketing collage about all types of businesses within their category of businesses, a certain area within that category, or a specific kind of business within the chosen category. For example, a student could create a collage on all types of producers (agricultural, mining, and manufacturing); on all areas of manufacturing (steel, garments, furniture, etc.) or another type of producer; or on a specific type of business, such as automobile manufacturers, citrus growers, or coal mining. Ask the student to give his collage an appropriate title to indicate the approach he has taken.

   Get a roll of paper and cut two strips of paper the length of one side of your classroom. Space the components of the channels of distribution as illustrated below in the most frequently used channel. Have the students glue, staple, or tape their collage creations under the appropriate heading. Cut another smaller strip of paper and write the term consumer on it to complete the channel of distribution on the wall. If wall space is lacking, streamers hung from the ceiling could be used. Headings for each of the components could be attached close to the ceiling, and students' projects could be affixed beneath them. The streamers, of course, should be placed to show the order from the producer to consumer for the flow of goods.



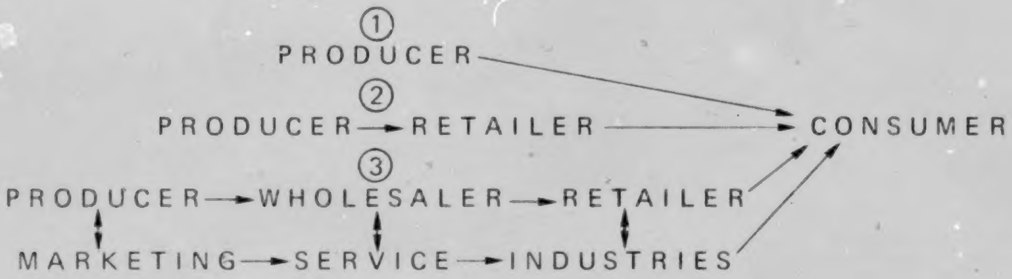
Individual

1. Distribute Handout #2 Distribution Jigsaw Puzzle—"How to Get it there!" Explain to the student that the picture in the jigsaw puzzle shows how we get products or goods from the producer. Relate to the student that the channel of distribution shown in the puzzle is one that is most frequently used to get products from the producer to the consumer. Tell the student that it is difficult to show the place of marketing service businesses in the channels of distribution since they provide services to businesses and consumers throughout the distribution process. Give the student ten to fifteen minutes to put the puzzle together. When the student has finished, discuss the importance of each component in the most commonly used channel of distribution. Ask the student for examples of producers, retailers, wholesalers, and marketing service industries.

Individual

2. Draw the three primary channels of distribution (as they are illustrated below) on the chalkboard or overhead projector or refer to them on a bulletin board if you have one shown in the classroom. Give the student a list of several types of products, such as cosmetics, clothing, and hardware. Ask the student to decide which products are generally distributed by one of the three channels. If you use these three products the student should be told that one product would be matched to one channel. No two products would be matched to the same channel. The student should then match the following channels with the following products: channel #1–cosmetics; channel #2–clothing; and channel #3–hardware.

   Discuss with the student why different channels are used and the importance of each of the components, including the role which marketing service industries play in the flow of goods from the producer to the consumer. Ask the student to think of at least two other products which could be distributed by each of the three primary channels. Have him explain why he selects certain channels for the chosen products. Ask the student which distribution channel he thinks is most frequently used and explain why he believes it to be the most often used channel.


①
PRODUCER
②
PRODUCER → RETAILER
CONSUMER
③
PRODUCER → WHOLESALER → RETAILER
MARKETING → SERVICE → INDUSTRIES

3. Distribute student handout #3: "Marketing Maze" to the student and let him see if he can find the route of the most commonly used channel of distribution for the flow of products. When he has finished, ask the student to explain, orally or in writing, what he thinks each of the following terms mean:

   Production
   Producer
   Manufacturer
   Extractor

   Distribution
   Distributor
   Wholesaler
   Retailer

   Consumption
   Consumer
   Goods
   Services

   Explain the roles of each of the components in the channels of distribution, including the marketing service industries that provide services to businesses before, during, and following production and distribution.

Special Media

1. Pamphlet: *The Marketing Story,* pages 2-7
2. Booklet: *Channels of Distribution,* pages 1-3, 6-8

3. Book: *Your Job in Distribution,* pages 4-15
4. Comic Books: "Popeye and Manufacturing Careers"*
   "Popeye and Agri-Business-Natural Resources Careers"*
   "Popeye and Construction Careers"*
   "Popeye and Marketing and Distribution Careers"*

*These Popeye Career Comic Books are suggested to help the student understand that there are many kinds of producers and that marketing careers are available in these areas, as well as with distributors, such as retailers or wholesalers.

LEARNING ACTIVITIES

UNIT TITLE *Making It In Marketing* UNIT # *1* OBJECTIVE # *2*

Group

1. Before class begins, write this question on the board. Where does your ten-speed bike come from? Underneath the question, draw a hangman's noose and to the side of it nine blank spaces. When class begins, ask how many students noticed the question on the board. Ask how many students thought about it, and then who has an idea what the answer is. Give the group a clue pointing to the nine blank spaces.

   Divide the group into two teams and select a captain for each one. Flip a coin to see which of the teams will begin. Alternate letting one person from each team guess a letter in the word. If a letter is guessed which is found in the word "Marketing," place it in the correct blank space. If a letter is incorrectly guessed, write the letter under the nine blank spaces and draw one part of the body beginning with the head. When a letter is correctly identified, the same team gets to guess another letter but another team member takes his turn. The game is won when one of the teams guesses the last letter to complete the word. If neither team has completed the word before ten incorrect letters are guessed and ten parts of the body are drawn, then no one is a winner. As the team members are guessing letters, discuss some of the marketing activities that occur from the time the raw materials are purchased until the student goes to a local bike shop to buy it.

2. Separate the class into nine groups of two to three students each. Give each student a copy of handout #4: "Marketing Menagerie." Ask each group to select a part of the picture that represents something that they might like to do. Have each group discuss for five minutes what they think the picture represents in the marketing process. After five minutes, have each group relate to the rest of the class what they decided. Make an overhead transparency of the handout and write the correct major marketing activity or coordinating function of management under the picture after you have posed questions to the students and explained the activity. Use a project of interest to students, such as cars or bicycles, to explain the activities.

3. Compile at least two descriptions of the following fifteen marketing terms: Marketing, Distribution, Producer, Retailer, Wholesaler, Marketing Service Industry, Marketing Research, Standardization and Grading, Buying, Selling, Storage, Transportation, Finance, Risk, and Management. Divide the class into three teams. Have a student serve as a moderator to read the descriptions to the teams.

   Take three pieces of paper and write a 1, 2, or 3 on each so that each paper has a different number on it. Fold the papers and let one student from each team draw a slip. The student who draws the 1 gets a chance to identify the first term for his team; the student with a 2 goes second, the student with a 3 goes third. Have the moderator read the first description. If the student #1 gives a correct answer, he scores a point for his team. If he cannot give the correct term, student #2 gets a chance to answer for his team.

If he has the right term, he scores a point for his team. If he does not, the student #3 then has a chance to identify the term.

After the first description, each team may have the next student in line answer by raising his hand, ringing a bell, or making some other signal. The first student to signal may name the term. If he is correct, his team gets a point. If not, one of the opponents may give the answer depending upon who signalled first. Each term description is read to three different students, one from each team.

Individual

1. Distribute handout #5: "Making It In Marketing—I" to the student. Have the student read the story and fill in the blanks of the questions at the end of the correct terms. When he has completed supplying the missing words, review the story with the student and explain any answers that were incorrect. Then give the student Part II to study.

2. Provide the student with a list of the fifteen marketing terms identified in the third group activity above. Ask the student to give an explanation of each term in writing by using any product of his choice as an example. For instance, if the student chose a bicycle, he might give the following explanation for the term "Retailer": a business where I as a consumer can go to buy a bicycle.

3. Give the student a copy of handout #6: "Marketing Mixups," and ask him to see if he can rearrange the letters in the puzzle to reveal the marketing terms. When he has completed the puzzle, have the student do one of the following about the marketing term which seems to be most interesting to him:
   Draw a picture on paper or posterboard which explains that term and give a one sentence description below the illustration.
   List ten words that he associates with the marketing term he selected and give a brief explanation about how he believes they relate.
   Select a person, place, or product which exemplifies the marketing term and explain orally or in writing how that person, place, or product illustrates the term.

Discuss the student's work with him as to why he selected that term and not others. Pose such questions as: Did you know more about this term than you did about the others? Does this term relate to your family's, other relatives', or friends' occupations? Does this term sound like fun? Hard work? Important? Why? Display the student's work around the room and discuss all of the terms with him. If other students were involved in the same activity, pose questions and create discussion among the group.

LEARNING ACTIVITIES

UNIT TITLE *Making It In Marketing* UNIT # *1* OBJECTIVE # *3*

Group

1. Develop a list of names and explanations for different businesses which are examples of the major components in the channels of distribution and make a sign for each of the four terms: producer, wholesaler, retailer, marketing services. Select four students to represent each of the signs in front of the room. Divide the rest of the class into two teams and flip a coin to see which team will go first.

   Have the names and explanations duplicated on note cards and put in groups of four so that each group has one example of each of the distribution components. Give one card to each of the four students in front of the room, making sure that they do not have all cards which are examples of their component signs. Have each student study his card and read an explanation of his business. Have each of the four students follow this procedure.

   The first player on the team winning the toss must then decide how the component cards must be rearranged, so that the business identification card read will correspond with the sign that he has. When that team member is satisfied that he has correctly combined the sign with the person who read the business description, the instructor should ask the opposing team player if he agrees with that match. If not, the opposing team player may challenge the beginning player. If the opposing player is correct, his team gains a bonus of five points. If he is not correct, his team loses five points. If the beginning player is correct, his team receives one point. If he is not correct his team receives no points, but it is not penalized any further. If the challenger is correct or incorrect, his team still receives its scheduled turn to match the signs with the business descriptions read. The game may be played for a time period, such as 30 minutes or for total points, such as 21.

2. Have students bring an assortment of materials to class so that you can create a model city. Materials may include: small gift and jewelry boxes, shoe boxes, saran wrap, string, ribbon, miniature trucks, buildings, etc. Divide the class into groups of four to six students and have the group select a City Planning Manager. The group must then delegate responsibility within the group so that their city will have examples of the main types of producers, wholesalers, retailers, and marketing services. These model cities may be constructed on posterboard, sheets of cardboard, a bulletin board, or a table. Tell each group that it must identify its major areas and individual types of businesses. For example, the retailing area should be identified as well as specific types of retail stores—department, variety, specialty, discount, etc. Other school supplies, including glue, scissors, rulers, tape, magic markers, construction paper, tempera paint or water colors, crayons, and similar materials should be provided if possible. When each group has completed its project, have the students in each group describe and explain their city as to the kinds of businesses that have been included and why the city has been arranged in the manner that it is.

3. Divide the class into teams of four and have each group select a team chairman. Assign each group one of the four types of businesses–manufacturing, wholesaling, retailing, or marketing services. Give each member of the team a sheet of paper or index card and a local telephone book. If your community has a small directory, arrange to obtain some from a larger city through your local phone company. Inform the chairmen that each member of the team should investigate a different type of business within their team's category. Examples of this would include: Manufacturing–garments, furniture, toys, paper, boats; Wholesaling–novelty items, lawn equipment, drugs, cosmetics; Retailing–food stores, department stores, women's specialty shops, service stations; Marketing Services–insurance, real estate, banking, transportation, hotels, restaurants. Allow each team 20 minutes to research the businesses in their area and write the names of specific businesses on the cards, so that there is one card for each type of business investigated, such as insurance, boat manufacturers, etc.

   On the bulletin board or chalkboard, have the four major business headings of manufacturing, wholesaling, retailing, and marketing services written. Give each student a piece of masking tape and have the students tape their business card on the board under the appropriate heading. After all students have taped their cards on the board, ask the students to study the category examples and see if they can draw any conclusions. Are there more manufacturers, wholesalers, or retailers? What does this suggest? How do the number of marketing service industries compare? Emphasize the importance of the channels of distribution and the most commonly used channel, producer to wholesaler to retailer to the consumer for the flow of goods or products. Explain that marketing service industries provide services to all kinds of businesses throughout the channels of distribution as well as to the consumers.

Individual

1. Investigate your local community via the telephone directory and Chamber of Commerce to determine products (agricultural, mining, or manufacturing) that have been locally produced and which are distributed locally by wholesalers and retailers. Compile a list of the products, which might include such things as boats, seafood, furniture, citrus, limestone, clothing, and carbonated drinks. Have the student select two of the products and find out what local businesses produce, serve as a wholesaler, and sell at retail to the consumers for the products. Ask the student to determine which marketing service businesses might sell to or buy from the producers, wholesalers, and retailers. Have the student make a poster, create a display, draw a picture, or use some other visual means to relate what he has learned. Provide the student with a local telephone directory, newspaper, and any other literature you can obtain from the Chamber of Commerce or local businesses.

Individual

2. Explain to the student that the activities in which he will be involved will not be evaluated as to what answers or reactions that he gives. Emphasize that all answers are acceptable. Explain that he is going to make some decisions and/or evaluate types of businesses within each of the four business components within the channels of distribution: producer, wholesaler, retailer, and marketing service industries.

Ask the student to rank the following kinds of producers according to the order in which he would prefer to be employed if he had to go to work today for one of them. Be sure that the student ranks all of them with a number 1–8 with #1 being his first choice, #2 his second, etc. Have him rank the following kinds of producers: manufacturer, mining, construction, communications, farming, fishing, forestry, petroleum.

Ask the student which type of wholesaler he thinks each of the following kinds of producers would use to get their products to local retailers: orange groves, new manufacturer of small appliances, oil company, tuna fishing fleet, iron ore. Use the categories of: merchant wholesalers (rack jobbers, drop shippers, distributors, etc.), producer outlets; agents and brokers; assemblers.

Ask the student to identify which types of retail stores he goes to most often by indicating: #1–frequently, #2–occasionally, #3–seldom, #4–never. Use the following types of retail stores and explain them to him: department, specialty, variety, supermarket, service station, convenience, general, discount, mail-order house, and roadside market.

Ask the student to draw a line on a piece of paper as indicated below. Explain to the student that the 10 (+) represents the marketing service industry that he feels is most important to the economy and the 0 (-) represents the marketing service business that he feels is least important. Using the eleven business abbreviations given, ask the student to place the abbreviations along the line so that one business is indicated at each point on the line. When the student has completed the task, ask him to explain why he placed them in the order he did.

(+) (-)
10 9 8 7 6 5 4 3 2 1 0

The marketing service industries are:

(H) Hotel
(B) Banking
(I) Insurance
(S) Securities
(R) Restaurant
(T) Transportation
(RE) Real Estate
(RC) Recreation
(CM) Communications
(PS) Personal Services
(BS) Business Services

3. Distribute student handout #7: "Marketing Mystery" to the student and have him place the number of the marketing mystery business clue under the appropriate clue card column (kinds of marketing institutions–pure and hybrid). Discuss the answers with the student for correctness and understanding.

Special Media

1. Pamphlet: *The Marketing Story*, pages 7-16
2. Filmstrip: "Job Opportunities Now, Set I"

3. Slide Series: "The World of Marketing and Distribution"
4. Comic Book: "Popeye and Careers in Marketing and Distribution"
5. Film: "Marketing as a Career"
6. Book: *Your Job in Distribution,* pages 18-32

LEARNING ACTIVITIES

UNIT TITLE *Making It In Marketing* UNIT # *1* OBJECTIVE # *4*

Group

1. Divide the class into groups with three students each. Two of the students will serve as contestants and one student will serve as the moderator for the game activity "Marketing Match." Discuss the rules with the students and provide each group with a copy of the rules in handout #8, if possible. The second sheet in handout #8 is a sample set using the nine marketing terms: the eight marketing functions and their coordinator, management. If you do not reproduce the numbers on the back, have the moderator write the numbers 1–20 on the back of the squares. Use a cutting board to cut each group's squares or give each group scissors to do their own. Duplicate extra sets without numbers for the second game. After the first game is finished, have the moderator and the losing opponent exchange places in each group. Provide them with a new set of squares or have them exchange sets with another group. Give each moderator in both games copies of definitions for the eight marketing activities and management. Circulate among the groups and answer any questions that arise.

2. Separate the class into groups of five. Within each of the groups, two students will serve as one team, two other students as a second team, and the fifth student as emcee. Give each group's emcee two sets of cards with the following words printed one on each card—marketing research, standardization and grading, buying, selling, storage, transportation, finance, risk, management, and marketing. Explain to each group that there are ten cards with the eight major marketing activities, management, and marketing. Each team of two must decide who will be the passer (person who gives the clues) and who will be the receiver (person who gets the clues and guesses the term). The emcee will flip a coin to determine which team will go first.

   As the game begins, the emcee will give each passer a copy of the same card. The passer whose team won the toss will have one minute to think of a situation in which the given term takes place. He will then give his clue or sample situation to his teammate. If his receiver gets the term correct, their team scores 10 points. If he is incorrect, the opposing passer gives his receiver a clue situation. If the receiver correctly identifies the term, their team receives 9 points. If he is not correct, the beginning team tries again for 8 points. The term may go back and forth between the teams from 10 points to 1 point, allowing each team up to 5 attempts.

   Only on the first attempt of a word for 10 points does the passer have one minute to think of a situation. On turns of 9–1 points, the passer is allowed fifteen seconds or the team forfeits its turn. The team which correctly communicates the term has the opportunity to try the next term for 10 points, or they may pass the first try to their opponents.

3. Split the class into nine groups of two or three, depending upon its size. Give each

group a slip of paper with one of the major marketing activities or management, so that each group has a different term. Have each group develop a one-two minute skit depicting the marketing activity. Allow each group fifteen minutes and assist them during this time. After fifteen minutes have each group present its skit to the rest of the class and have them guess which activity is being portrayed. Review the meaning of the nine terms with the class.

Individual

1. Give the student handout #9: "Marketing in Action" and have the student identify which marketing activity is involved in each illustration. Review each of these pictures with the student and discuss why he thinks each of the marketing activities is involved.

2. Let the student select a product of interest to him and have him trace its path from the producer to the consumer, identifying the major marketing activities which would be involved at each step in the channel of distribution. Remind him that in some instances, such as with canned food, the producer would first involve the farmer and then the manufacturer or processor. Ask the student to communicate what he discovers in one of the following ways: (a) a short story describing the activities throughout the channel of distribution; (b) a tape (cassette, reel, or video) explaining the activities that occur; (c) a slide presentation of activities in the local community; (d) a poster, bulletin board, or display showing the product as it travels through the channel of distribution and the marketing activities which are involved.

Special Resources

1. Pamphlet: *The Marketing Story,* pages 16-35
2. Booklet: *The Channels of Distribution,* pages 3-6
3. Magazine: *Career World,* issues beginning September 1972 to date
4. Filmstrip: "The Role of Our Labor Force"
5. Filmstrip: "A Job That Goes Someplace"
6. Filmstrip & Booklet: *"Career Log Discovery"*

marketing research and information

MARKETING RESEARCH & INFORMATION

Competency

Understanding of the marketing research methods and careers involved in solving the marketing problems of management and ultimately in satisfying consumer needs and wants.

Objectives

1. Given 12 marketing research definitions of careers and methods, the student will identify each method or career with 75% accuracy. (knowledge)

2. Given five marketing research situations, the student will explain which method is being employed and which careers are described in the designated marketing research activities with 80% accuracy. (comprehension)

Concepts

1. Marketing research involves the gathering of information so that marketing managers can make sound decisions and solve marketing problems.

2. All businesses are constantly engaged in marketing research activities to keep abreast of current and future trends so that they can satisfy the needs and wants of their customers.

3. Many types of marketing research are used to effectively produce and distribute goods and services to the consumer:

    Sales Research–records of products, prices, quantities, etc.
    Marketing Research–target population of potential consumers
    Distribution Research–methods of getting the products to consumers
    Advertising Research–media used to promote and sell goods
    Consumer Research–factors which affect the consumer's buying decisions
    Product Research–development, uses, packaging, etc. of goods
    Policy Research–general operations within a business

4. Six methods of gathering information may be grouped under three headings:

    Observation involves the study of people's actions and attitudes by watching.

    Experimentation studies the effects or changes during a testing period.

    Surveys obtain information from a sample population by:
    Personal interview–contacting people directly face-to-face
    Telephone Survey–verbal communication by phone
    Mailed questionnaire–written correspondence mailed to people
    Panel groups–initial personal contact followed by periodic reports

5. Marketing research careers may be classified into twelve major categories, although many specialized careers are available within each category:

Interviewer—conducts surveys with a direct, face-to-face contact
Telephone Surveyor—obtains the survey information by use of a phone
Editor—develops and oversees the use of a mailed questionnaire
Investigator—conducts a continuing survey with a panel group
Evaluator—observes actions of people without talking to them
Specialist—conducts experimental research by testing a scale model
Director—coordinates and administers all personnel and policies
Analysts—studies and interprets the date that is collected
Economist—serves as a consultant to the director and research team
Supervisor—trains and oversees field personnel handling surveys
Coder—gathers, sorts, classifies, and tabulates necessary data
Trainee—assistant to the supervisor, specialist, or analyst

6. A business is constantly engaged in marketing research.

Equipment

1. 16mm Movie Projector
2. Overhead Projector
3. Camera, Film, Flashes
4. Slide Projector
5. Telephone

Materials

1. Films: "A Better Way," "Eddie, Inc.," "The Voice of Your Business"
2. *Career World,* "Coding Words For Cash," February, 1973
3. *Chronicle Guidance Occupational Brief,* #254, "Marketing Research Workers"
4. *Encyclopedia of Careers and Vocational Guidance,* Volume II
5. *Occupational Guidance—Planning Your Future,* Units 1A & 4
6. *Occupational Outlook Handbook*
7. *Science Research Occupational Brief,* #210, "Market Research Workers"

Supplies

1. Posterboard, construction paper, white paper
2. Rulers, glue, scissors, magic markers

Special Resources

1. Field Trip to Shopping Center or Mall
2. Student Handouts #10—#16

THE MARKETING RESEARCH SCENE – KEY

1. Marketing Research Careers and Methods:

    1. Interviewer
    2. Observation
    3. Specialist
    4. Personal Interview
    5. Telephone Surveyor
    6. Panel Group
    7. Director
    8. Experiment
    9. Analysts
    10. Telephone Survey
    11. Economist
    12. Mailed Questionnaire

The student will achieve this test item with 75% accuracy or 9 correct answers.

2. *Methods Used in Situations*	*Career(s) Mentioned in Situations*
1. Personal Interview	1. Interviewer
2. Telephone Survey	2. Telephone Surveyor
3. Mailed Questionnaire	3. Coder
4. Panel Group	4. Analyst
5. Observation	5. Evaluator

The student will satisfy the test item with 80% accuracy or 8 correct answers.

THE MARKETING RESEARCH SURVEY – KEY

1. Marketing Research Careers and Methods:

    1. Panel Group
    2. Telephone Surveyor
    3. Personal Interview
    4. Specialist
    5. Observation
    6. Interviewer
    7. Mailed Questionnaire
    8. Economist
    9. Telephone Survey
    10. Analyst
    11. Experiment
    12. Director

A score of 9 or 75% accuracy indicates satisfactory performance

2. *Methods Used in Situations*	*Career(s) Mentioned in Situations*
1. Observation	1. Evaluator
2. Panel Group	2. Analyst
3. Mailed Questionnaire	3. Coder
4. Telephone Survey	4. Telephone Surveyor
5. Personal Interview	5. Interviewer

8 correct answers or 80% accuracy indicates acceptance performance.

LEARNING ACTIVITIES

UNIT TITLE *Marketing Research & Information* UNIT # *2* OBJECTIVE # *1*

Group

1. Begin a class discussion with the students by asking: "How many of you have ever been part of marketing research survey?" "How many of you have had someone in your family involved in a marketing research survey?" If several students respond, ask them what is meant by a marketing research survey. If there are no responses to individual or family involvement, give the students some examples, such as: "Have you ever had someone on the telephone ask you what your favorite television show is? Has anyone ever come to your front door and asked about family information—number in the family, political party affiliations, etc.? Has anyone in your family ever received a questionnaire about some product or business?"

   Explain six methods of marketing research that are used and the careers which are involved in the research field. Give examples of the kinds of marketing research including sales, consumer, product, etc. Relate to the students that all businesses are constantly involved in marketing research activities, whether they be formal or informal.

2. Distribute Student Handout #10: "Classified Careers" to the students. Review the responsibilities and requirements necessary for each of the twelve marketing research careers that are identified. Ask students to tell which marketing research method is associated with the various jobs, such as the interviewer, editor, and telephone surveyor.

   Have each student select one of the marketing research careers. Ask the student to explain, orally or in writing, how that marketing research person could be used by a producer, retailer, wholesaler, and a marketing service industry. Review some of the various descriptions with the group. Emphasize that marketing research activities are engaged in continuously in all businesses, but that many times they are done informally by sales personnel, buyers, customer service clerks, etc.

3. Develop a list of twenty school or community concerns. Write these on the chalkboard or overhead projector. Ask the students: "Who would you poll to get a representative sample of how those involved feel? What would be the best method to use to collect the information? What market research careers would be involved in investigating each concern?"

   Have each student select a school or community concern and develop a short question of about five questions. Have him assume the role of a marketing research interviewer, telephone surveyor, panel investigator, or evaluator, and conduct a sample survey in his neighborhood or around school if the survey is approved by school administration. Discuss each student's project with the group including the role he assumed and what other marketing research careers would be involved in each case. Review the duties of each of the given twelve marketing research careers.

Individual

1. Distribute Student Handout #11: "Marketing Research–Finding Out the Facts" to the student to read. Ask the student if he or anyone in his family has ever been involved in a marketing research survey. Ask the student to select four local businesses which carry similar merchandise or provide similar services. Have the student think of a concern that these businesses have or information that they would need to gather in order to better serve their customers and [illegible]ease profits.

   Let the student develop a simple questionnaire with your assistance. Send him to visit those four businesses after calling the managers for their approval. Have the student conduct his survey with store persons or customers, depending upon his topic. Discuss his results with him, reviewing all the marketing research personnel roles he assumed in the project, and what other careers could have been involved.

2. Ask the student to select one of the marketing research careers and write a short story titled, "A Day in the Life of a ________________." Tell the student that he may take any approach to the story he wishes as long as he covers the responsibilities of the job and the general job requirements necessary to get the job.

   Talk to the student about the other marketing research careers. Ask him why he selected the career he did–was it because he likes to talk on the phone; does he like to work with numbers, would he like to work outdoors, is he interested in going to college, etc.

3. Explain to the student that he will conduct a telephone survey about a product of interest to his age group, such as radios, tape recorders, or stereos. Ask him to compile three to five questions which he could ask any students from school at random. Obtain a list of phone numbers for students in the school who are willing to participate in the survey.

   Have the student prepare a brief script which he can use in conjunction with the questions. Explain to him that the script will help identify him, as well as assist in conducting an effective survey. Emphasize to him the proper use of a telephone, a display of courtesy, and a distinct speaking voice. Ask the student to survey at least fifteen students and compile his results.

   When he has completed the telephone survey, discuss the advantages and disadvantages of a telephone survey. Ask the student to explain what other careers would be involved in conducting a large telephone survey.

Special Media

1. *Occupational Outlook Handbook,* "Marketing Research Workers"
2. *Occupational Guidance–Planning Your Future:*

"Marketing Research Analyst"	Unit 1A, Vol. VI, No. 11
"Marketing Research Interviewer"	Unit 4, Vol. II, No. 19

3. *Career World,* "Coding Words For Cash," February, 1973, page 21

LEARNING ACTIVITIES

UNIT TITLE *Marketing Research & Information* UNIT # *2* OBJECTIVE # *2*

Group

1. Schedule a field trip to a local shopping center or mall. Contact managers of the stores in the shopping area and inform them about the purpose of your group's field trip. Ask the managers to explain how they use various marketing research methods, formally or informally, to gather the information they need concerning customer preferences, various products, sales breakdowns, etc. Ask the manager of a large department or variety store to take the students on a tour throughout the store explaining how the eight major marketing activities are carried out in his business.

   Have each student select a topic for research. Some possible research projects that could be selected are: (1) How marketing research is used by various businesses–types, methods, personnel; (2) Sources used by different businesses for merchandise–manufacturers, jobbers, general wholesalers, etc.; (3) Personnel employed by the businesses in the eight marketing functions and management–numbers, experience, responsibilities; (4) Sales Promotion methods used–newspaper, television, radio, coupons, trading stamps, fashion shows, etc.; (5) Types of retail and marketing service businesses located in the shopping area–department, variety, specialty, supermarket, bank, insurance, etc.; (6) Kinds of customers who patronize the various stores–motivated by price, service, brands, etc.

   Explain to the students that each of them will conduct a marketing research survey while they are on the field trip. Some of them may work in groups of two or three. Tell the students to select an appropriate research method, such as personal interviews or observation. Ask them to decide what information they want to gather and prepare a questionnaire survey sheet with appropriate questions. Have the students prepare a check sheet on which to tally the survey responses and an evaluation sheet to report their findings and draw survey conclusions.

   While you are on the field trip, take slides of the various stores, the displays used, the personnel representing the various marketing functions, selling situations, etc. Use these slides as a review throughout the course to review and reinforce various marketing activities covered.

   When you return from the field trip, have each of the students or student groups complete his or their check sheets and evaluation sheets. Ask each student or group to report the survey findings by an oral review, written report, poster, display, or other suitable means.

2. Divide the class into groups of four or five. Have each group prepare a skit around one of the marketing research methods. Tell each student to assume the part of a marketing researcher who would be involved with the type of marketing research method selected by the group.

Allow each group about ten minutes to draft their skit for presentation to the class. Skits should be three to five minutes in length. After each group has presented its skit, ask the other groups to identify the marketing research methods and careers which were involved. The groups could serve as teams, competing for points. Each correctly identified career or method could be valued at one point each.

Individual

1. Explain to the student that he is going to have an opportunity to conduct his own marketing research survey. Tell him that in conducting the project, he will assume the roles of several marketing researchers, including the interviewer, telephone surveyor, coder, and analyst.

   Distribute the following student handouts to the student:

   #12 Operation Record Lovers–A Mini-Marketing Research Survey
   #13 Operation Record Lovers–Marketing Research Survey Sheet
   #14 Operation Record Lovers–Marketing Research Check Sheet
   #15 Operation Record Lovers–Marketing Research Evaluation Sheet

   Ask the student to read the first handout #12. When he has completed that handout, discuss the project with him. Explain the purpose of the three other marketing research sheets, handouts #13, #14, and #15.

2. Ask the student if he has ever heard the saying, "A picture is worth a thousand words." Ask him what he thinks that saying means. Give him a copy of Student Handout #16: "Marketing Research in Action." Ask him to study each of the pictures and decide which marketing research method is being portrayed. Have him explain why he selected the method he did. Ask the student to tell you what marketing research careers could be involved in each of those situations which are pictured.

Special Media

1. *Chronicle Guidance Occupational Brief,* #254, "Marketing Research Workers"
2. *Science Research Occupational Brief,* #210, "Market Research Workers"
3. *The Encyclopedia of Careers and Vocational Guidance,* Volume II
   "Marketing Research Workers" and "Advertising Research Director"
4. Films: "A Better Way," "Eddie, Inc.," "The Voice of Your Business"

standardization and grading

STANDARDIZATION AND GRADING

Competency

Awareness of the career opportunities available in the standardization and grading of products or services throughout the channels of distribution.

Objectives

1. Given a list of twenty careers in marketing, the student will identify the ten standardization and grading occupations with 80% accuracy.

2. Given ten descriptions of standardization and grading occupations, the student will supply the appropriate job title with 80% accuracy.

Concepts

1. Standardization involves the basic value or limit established for the goods and services produced and distributed. It also includes the process of conforming to these standards by labeling and inspecting.

2. Grading is the process of testing, sorting, and classifying the goods or services according to the standards which are set.

3. Project standards are generally set by the executives of the marketing and the manufacturing divisions within a manufacturing company. The marketers are usually responsible for standards relating to:

   a. Customer needs, desires, and satisfaction
   b. Efficient physical handling of goods during storage and transportation throughout the distribution process
   c. Effective methods for selling and promoting the product or service
   d. Buying of merchandise, materials, machinery, and supplies

4. Marketing careers in standardization are available in all types of businesses and industries, including manufacturing, agriculture, mining, wholesaling, retailing, marketing services, as well as government.

5. Many specific types of job opportunities are available according to the business and project or service involved, but all of them can be classified under one of the following career categories:

   a. *Quality Control Manager*—coordinates manufacturing/marketing activities for product standards.
   b. *Inspector*—checks product and procedures throughout the distribution process for weights, sizes, etc.

c. *Examiner*—reviews forms or records against actual quantities distributed.

d. *Product Tester*—compares product to standards in performance.

e. *Standards Analyst*—supervises development and enforcement of standards.

f. *Grading Foreman*—supervises sorting and classifying of commodities.

g. *Grader*—sorts and classifies commodities for distribution.

h. *Sampler*—tastes, smells, feels, or observes selected portions or examples.

i. *Field Agent*—government or consumer agency inspector for quality.

j. *Compliance Investigator*—government inspector for health, safety, and welfare.

k. *Meter Checker*—inspects utilities or transportation meters to determine if the correct amount of usage has been recorded.

Equipment

1. Overhead projector
2. Film projector—16mm

Materials

1. Films: "Canned Meat Story," Modern Talking Picture Services
   "Fruits of a Lifetime," Union Pacific Railroad
   "That the Best Will Be Ours," Washington State University
2. *Dictionary of Occupational Titles,* Volume I
3. *Encyclopedia of Careers and Vocational Guidance,* Volumes I and II
4. *Finding Your Job Series,* Finney Company
5. *Handbook of Job Facts,* Science Research Associates
6. *Occupational Briefs,* Science Research Associates
7. *Occupational Guidance Series,* Finney Company
8. *Occupational Outlook Handbook,* U. S. Department of Labor
9. *Occupations and Careers,* Webster/McGraw-Hill
10. *Widening Occupational Roles Work Briefs,* Science Research Associates

Supplies

1. Construction paper or posterboard
2. Buzzers, bells, or noisemakers
3. Twelve assorted products (see group activity #1, objective #2)

Special Resources

1. Student Handout #17–20
2. Commercial Games: Ad-Lib, Scrabble, Probe

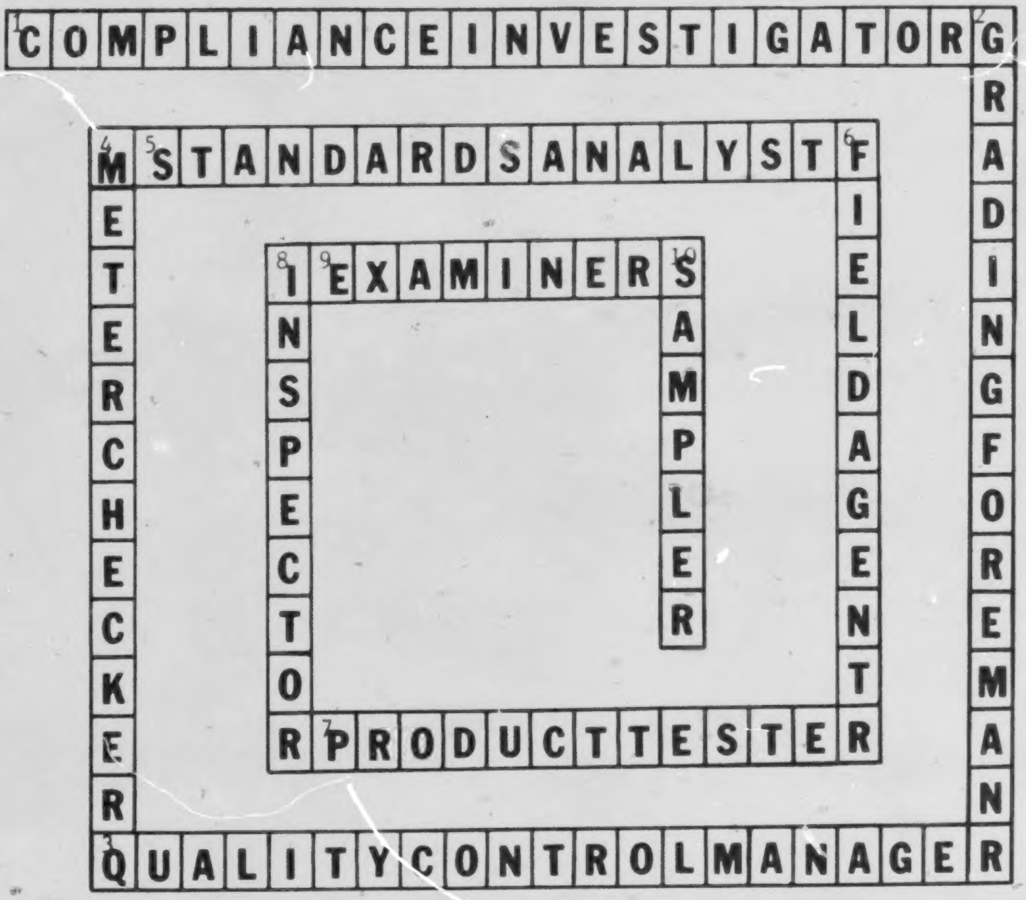
THE STANDARDIZATION SCENE – KEY

1.

1. Inspector
2. Examiner
3. Meter Checker
4. Grader
5. Quality Control Manager
6. Product Tester
7. Sampler
8. Standards Analyst
9. Field Agent
10. Compliance Investigator

If the student correctly selects 8 of the 10 careers above for 80% accuracy, he will have exhibited satisfactory knowledge for objective #1.

2.


1 COMPLIANCEINVESTIGATOR
2 GRADINGFOREMAN
3 QUALITYCONTROLMANAGER
4 METERCHECKER
5 STANDARDSANALYST
6 FIELDAGENT
7 PRODUCTTESTER
8 INSPECTOR
9 EXAMINERS
10 SAMPLER

A score of 8 correct answers or 80% accuracy on the above evaluation instrument indicates acceptable understanding for objective #2.

THE STANDARDIZATION SURVEY – KEY

1.

1. Inspector
2. Examiner
3. Meter Checker
4. Grader
5. Quality Control Manager
6. Product Tester
7. Sampler
8. Standards Analyst
9. Field Agent
10. Compliance Investigator

If the student achieves a score of 8 correct answers for 80% accuracy, he will have attained sufficient knowledge for objective #1.

2.

1. Quality Control Manager
2. Standards Analyst
3. Product Tester
4. Examiner
5. Inspector
6. Grader
7. Sampler
8. Field Agent
9. Meter Checker
10. Compliance Investigator

The student will have exhibited satisfactory performance on this test item if he correctly identified 8 of the careers for 80% to meet the criteria of objective #2.

LEARNING ACTIVITIES

UNIT TITLE *Standardization and Grading* UNIT # *3* OBJECTIVE # *1*

Group

1. Distribute Student Handout #17. "Dial Standardization" to each of the students. Emphasize to students that each number represents three letters. As students are completing the sheet, ask how many students have gotten #1. See if anyone knows what that standardization career is. Discuss it with the students. Review each of the items the same way.

2. Discuss the marketing careers in standardization with the students, explaining the job responsibilities and examples of each. Give each student a copy of Student Handout #19: "Standardization Scramble," and review the puzzle information with the group after they have completed it.

   Obtain the following items and display them around the classroom:

   - carbonated drink
   - nuts and bolts
   - utilities bill
   - insurance policy
   - pair of shoes
   - canned fruit
   - box of cereal
   - egg carton
   - account ledger
   - perfume bottle
   - tape recorder
   - 3 candy bars

   Ask each of the students to select two of the products around the room and write a short story about each of them. Explain that the story should involve the standardization process and the career personnel who are in this field. Tell the student to limit the stories to one page each.

   Allow the students about fifteen minutes to draft their stories. Ask the students to identify the products they selected. Did more of them choose carbonated drink? perfume bottle? tape recorder? Ask the students if they can explain why they selected the products they did? Did they know more about it? Did they like it? Did they own one?

   Give the students another five or ten minutes to finish their short stories. Ask the students to either read or explain their short stories to the class. Ask the group if they think each story is accurate or realistic? Did the story reflect the correct standardization personnel. Review the job duties of each of the personnel as the students describe or read their stories to the rest of the group.

Individual

1. Distribute Student Handout #18: "Standardization Career Search" to the student and have him circle the eleven standardization careers hidden in the cryptogram. When he has found the eleven careers, ask the student to list the careers on the back of the sheet.

Have him identify at least one business, product, or service that he associates with the job title. After he has completed the assignment, discuss each of the career titles with him, providing examples of each.

2. Ask the student to take each of the following adjectives and match it to the standardization career that he thinks it fits most appropriately:

Friendly
Detailed
Well-groomed
Intelligent
Handsome
Ambitious
Dependable
Scientific
Punctual
Honest
Observant
Businesslike

After he has matched the adjectives to the careers ask him if he had any difficulty matching the terms. Ask him to relate why he selected the adjectives for the various careers. Review each of the careers in standardization and the descriptions of each of them.

Special Media

1. Films: "Canned Meat Story" "Fruits of a Lifetime"
   "That the Best Will Be Ours"
2. *Dictionary of Occupational Titles*
3. *Finding Your Job Series,* Finney Company
   "Candy Inspector" "Candle Inspector" "Contest Entry Checker"
   "Grader (cannery)" "Grain Sampler"
4. *Handbook of Job Facts,* Science Research Associates
5. *Occupational Briefs,* Science Research Associates
6. *Occupational Guidance Series,* Finney Company
7. *Occupational Outlook Handbook,* U. S. Department of Labor

LEARNING ACTIVITIES

UNIT TITLE *Standardization and Grading* UNIT # *3* OBJECTIVE # *2*

Group

1. Ask the students to take out a piece of scratch paper to jot down their ideas. Explain that the group is going to share their ideas and opinions, that there are no right or wrong answers. Papers will not be graded; they are for their use.

   Ask students to pretend that they are "slipping into someone else's shoes." In this case, the shoes will be people in standardization careers. Tell the students to complete each of the following statements with their opinions or reactions:

   If I were a quality control manager, you wouldn't catch me . . . .
   As an inspector, I'd be against . . . .
   I'm convinced that an examiner . . . .
   In my opinion, a product tester is . . . .
   The way I see it, a standards analyst should . . . .
   If you ask me, the grading foreman is for . . . .
   If I were a grader, I'd feel that . . . .
   As a sampler, my choice would be . . . .
   I believe that a field agent . . . .
   I don't see why a compliance investigator . . . .
   I think if I were a meter reader, I'd . . . .

   State only one line at a time. Have students jot down their reactions or opinions within one minute. Then ask students to pass their slips forward. Read some of the responses to the group. Discuss with the students how they thought of the career involved. Ask them if they had a picture in their minds of what the person looked like doing the job. Review the responsibilities of the specific career. Repeat the same procedure for each of the statements listed above.

2. Develop a personality profile for each of the standardization careers. You may want to have the students submit some examples. Select ten students the day before and give them a copy of a career profile. Ask them to review the personality information for class the next day.

   Divide the class into two teams, excluding the ten selected students and a moderator. Supply each team with a bell, buzzer, or noisemaker. Give each of the career personalities a number from 1-10, so that each of them has a different number. Inform the moderator that he will introduce each personality, one at a time, beginning with number 1.

Each team will alternate asking one question of the personality. The team has thirty seconds in which to pose the question. Players on a team should be identified in order, so that each may ask a question. If any player at any time thinks he knows the answer, he may ring the bell or buzzer. When the moderator acknowledges him, that player may guess the career.

If the player is correct, his team earns a point. However, if his answer is not correct, his team loses a point. If he is incorrect, the other team may continue with questions or guess the career title. In this case, an incorrect guess would not involve a penalty point. Each team has up to ten chances or questions to reveal the identity of the mystery standardization career personality.

Individual

1. Give the learner the Student Handout #19: "Standardization Scramble." Ask him to see if he can unscramble the letters to reveal the careers in standardization. Emphasize that the career descriptions at the bottom of the page are in the correct order to explain the scrambled standardization careers above them.

   When the student completes the puzzle, discuss the various careers and give him examples of them in use. Ask him if he or someone in his family has ever purchased or received something that was defective or not what they anticipated. Ask him how he or that person felt. Analyze various products and services, emphasizing the roles that standardization and grading play in helping to meet consumer needs and wants.

2. Give the learner Student Handout #20: "Situations in Standardization." Ask the student to place the "X" along the continuum line which is drawn to show how he would feel or act in the given situations.

   Discuss each of the situations with the student. Did he understand the situations involved? How did he view each one? Did he read information into them? Did his answers depend on other information he supplied? Did he recognize the standardization career personnel in the situations? Review each of the standardization careers with him, emphasizing the responsibilities of each.

Special Media

1. *Encyclopedia of Careers and Vocational Guidance,* Volumes I and II
2. *Occupations and Careers,* Webster/McGraw-Hill
3. *Widening Occupational Roles Work Briefs,* Science Research Associates
   #118 "Factory Inspectors"

buying materials, machinery, manpower

BUYING FOR A BUSINESS

Competency

Recognition of the major buying decisions and careers available throughout the marketing process.

Objectives

1. Given a list of twenty buying decisions and careers with their descriptions, the student will match each decision or career to its correct explanation with 75% accuracy. (knowledge)

2. Given ten buying situations, the student will explain which buying occupation is described and in which industry or business this career would be found with 75% accuracy. (comprehension)

Concepts

1. Buying is the marketing function which supplies a business with the necessary materials, merchandise, machinery, and/or manpower services for its use or resale to another business or consumers.

2. Buying activities occur in all businesses or industries throughout the channels of distribution.

3. Buying involves four major decisions:

   a. What to buy—selection of goods, quality, suitability
   b. How much to buy—large quantities, small-lots, stock balance
   c. Where to buy—extractor, manufacturer, wholesaler, agents, buying offices (resources) at central market, trade shows, buyer's business
   d. When to buy—best time to purchase and receive goods

4. Some of the major buying careers that are available are:

   Purchasing Manager—supervises buying of machinery, materials, supplies, etc., for industry or government operation

   Purchasing Agent—buys goods and services necessary for manufacturing or government organizations

   Expediter—coordinates receipt of necessary materials ordered to insure industrial or government scheduled activities

   Purchasing Clerk—compiles buying information and records for any business or government agency

   Purchase-Price Analyst—studies and evaluates information concerning price trends and manufacturing processes for recommendations to the purchasing department and the industry's management

Purchasing Steward—purchases foodstuffs, beverages, and operating materials for hotels and restaurants

Time and Space Buyer—purchases advertising spaces or time on radio, tv, newspapers, billboards, etc., for any type of business or organization

Booking Agent—secures performers, movies, or other attractions for entertainment in businesses he represents, such as night clubs and theatres, as well as negotiates terms and buys advertising space

Broker—buys goods or services as an agent or wholesaler for resale to wholesalers, retailers, marketing service industries, or consumers

Dealer—buys used or damaged goods for resale in a retail outlet or to an industrial firm for recycling

Merchandising Manager—determines all merchandising policies, coordinates all merchandising activities, and consults with personnel in planning and implementing sales promotion campaigns for either a retail or wholesale business

Buyer—orders merchandise for a retailer or wholesaler for resale to consumers or a retailer

Comparison Shopper—investigates merchandise and promotional policies of a competitor's store or showroom

Trainee—assists the buyers and assistant buyers by providing information concerning stock turnover, oversees rotation of stock, and serves as a salesman or stockman

Importer—buys foreign goods for resale to retailers and wholesalers.

Assembler—buys goods in small lots and resells them in large groups

Resident Buyer—buys apparel, dry goods, general merchandise for retailers or wholesalers from his office located at a central market

Jobber—buys merchandise in odd lots (quantities, sizes, etc), prices and packages them if necessary, and resells to retailers

Distributor—buys goods from a producer and handles sales, service, and promotion to retailers for a certain region of the country

Equipment

1. Overhead projector, 16mm film projector, filmstrip projector
2. Slide projector, cassette tape recorder, record player

Materials

1. Films: "Fashion—The Career of Challenge"
   "Is a Career in the Apparel Industry For You?"
2. Filmstrips: "Careers in Buying"
   "Careers in Fashion and Textiles"
3. Slides: "Careers in the Department Store"
   "Careers in Fashion"
4. Cassette Tapes: "Career Development Series—The Buyer"

5. Pamphlets: *Job Opportunities in Retailing,* J.C. Penney
   Merchandise Management Trainee
6. *Career Opportunities: Marketing Business, and Office Specialists*
7. *Dictionary of Occupational Titles,* Volume 1
8. *Encyclopedia of Careers and Vocational Guidance,* Volume I
9. *Handbook of Job Facts,* Science Research Associates
10. *Occupations and Careers,* Webster/McGraw-Hill
11. *Occupational Briefs,* Science Research Associates
12. *Occupational Guidance Booklets,* Finney Company
13. *Occupational Outlook Handbook,* U.S. Department of Labor
14. *Widening Occupational Roles Work Briefs,* Science Research Associates

Supplies

1. Cassette or reel tapes, video tape
2. Construction paper, posterboard, white paper

Special Resources

1. Student Handouts #21-25
2. Commercial Games: "Dealer's Choice" and "Shopping Center"
3. Guest Speaker

THE BUYING SCENE – KEY

1.

1. L
2. P
3. C
4. O
5. G
6. E
7. F
8. I
9. H
10. D
11. K
12. J
13. A
14. M
15. B
16. N
17. R
18. T
19. Q
20. S

A score of 15 or 75% accuracy will satisfy this objective #1.

2.

	Manufacturer		*Wholesaler*		*Retailer*		*Services*
2	Time-Space Buyer	4	Merchandise Manager	1	Buyer	3	Booking Agent
5	Purchasing Agent	8	Buyer	6	Comparison Shopper	7	Purchasing Steward
___	___	10	Importer	9	Trainee	___	___

The student receives one point each for identifying the buying career and placing it in the correct business colume. If he achieves 75% accuracy or a score of 15, he will have demonstrated sufficient proficiency for this objective #2.

BUYING UNIT SURVEY – KEY

1.

1. C
2. O
3. D
4. P
5. G
6. F
7. M
8. I
9. H
10. K
11. L
12. J
13. B
14. N
15. A
16. E
17. R
18. T
19. Q
20. S

A score of 15 or 75% accuracy on this test item will satisfy objective #1.

2.

Careers Column	*Business Column*
1. Buyer	R
2. Time-Space Buyer	M
3. Booking Agent	S
4. Merchandise Manager	W
5. Purchasing Agent	M
6. Comparison Shopper	R
7. Purchasing Steward	S
8. Buyer	W
9. Trainee	R
10. Importer	W

The student will achieve objective #2 with 75% accuracy or a score of 15 correct answers on this test item.

LEARNING ACTIVITIES

UNIT TITLE *Buying for a Business* UNIT # *4* OBJECTIVE # *1*

Group

1. Arrange the class into teams of four. Any unassigned students may serve as timers, recorders, or scorekeepers. Explain to students that they are going to participate in an activity called "Buyer's Buzz." Ask the students to take a sheet of notebook paper and divide it into sections such as Student Handout #21: "Buyer's Buzz" or give each student a copy of the handout. The activity is a buzz group variation using a 1, 2, 4 pattern. For each of the three topics–Businesses, Activities, and Occupations–the individual student will have 1 minute to think, the two partners will have 2 minutes to collaborate, and the team of four will have 4 minutes to consolidate their responses. Some type of prize or reward may be given each round or at the end of all three rounds. After the class has buzzed on each topic, discuss the four major buying decisions, the various buying activities, and the major buying occupations.

2. Divide the class into five groups and assign each of them one of following five topics, so that each group has a different topic: Food Manufacturer for vegetables and fruits; Wholesale Merchant of health and beauty aids; Retail Men's and Women's Clothing Store; Large Hotel and Restaurant; Chris Consumer who is getting married in four months and must buy a trousseau.

   Ask the students to clear away their mental cobwebs and get ready to participate in a "Buyer's Brainstorming." Explain to each group that they will have five minutes to see how many buying decisions a buyer in their given setting would need to make. Ask one person in each group to serve as the recorder.

   While the groups are brainstorming, write five columns on the chalkboard: Manufacturer, Wholesaler, Retailer, Service, and Consumer. When the groups have completed their brainstorming sessions, ask each recorder to write a brief description of his group's results. While the recorders are doing this, ask the rest of the class to think about common decisions that these people might make. When the recorders have completed their tasks, discuss the results. Show the students that the four basic or major buying decisions have to be made in all buying situations, whether it be a business or a consumer.

3. Direct each student to get out a sheet of paper or prepare one for them, so that each student has a form similar to the one below: (number 1-20)

CAREER CHOICES	I WILL	I MIGHT	I WON'T
1.			

Take slips of paper with buying career titles and descriptions, and give them to various students in the class. Ask students to read off the job descriptions one at a time and conclude with: "Who Am I?" After students guess, give the correct title and review the description. Ask each pupil to write the career choice on his paper, and mark the column that best expresses how he feels personally about being in that job.

When all of the buying career choices have been covered, ask the students to review their reactions. Are there any similarities according to the kind of business, the kinds of products, the job requirements, or other points which students may bring up? Explain to the students that all of the buyers must make four basic decisions, although their product or service knowledge may be different. Review the basic decisions.

Individual

1. Distribute handout #22: "Buying for a Business" to the student and have him follow the directions as given. When he has completed the handout, review the major buying decisions and careers with him. Emphasize that all buyers, whether in a business or a consumer, must make the same four major decisions. Explain the differences between the careers, especially the wholesale middlemen–jobbers, distributors, importers, etc.

2. Ask the student to select the buying career which would most appeal to him and the buying decision which he thinks is most important, and prepare an oral, written, visual, or audio commentary, display, or report. Ask him to explain what his selected career choice does and what specific considerations are involved in making the buying decisions he determined to be the most important. Have him relay why he chose the particular career and the buying decision.

3. Distribute the Student Handout #23: "Buyer's Blankout" and give the student about fifteen to twenty minutes in which to complete the puzzle. When he has finished, review the buying terms with him and discuss what each decision and career means, first asking if he knows what the decision or career is.

Special Media

1. Films: "Fashion–The Career of Challenge"
   "Is a Career in the Apparel Industry For You?"
2. Filmstrips: "Careers in Buying"
   "Careers in Fashion and Textiles"
3. Slides: "Careers in the Department Store"
   "Careers in Fashion"
4. Cassette Tapes: "Career Development Series–The Buyer"
5. Pamphlets: *Job Opportunities in Retailing,* J.C. Penney
   Merchandise Management Trainee
6. *Occupations and Careers,* "Purchasing Agents," pages 208-210

LEARNING ACTIVITIES

UNIT TITLE *Buying for a Business* UNIT # *4* OBJECTIVE # *2*

Group

1. Invite as guest speakers: a retail merchandise manager, a wholesale buyer, a manufacturer's purchasing agent or manager, and a purchasing steward for a large hotel/restaurant or a securities broker. Have each of them describe briefly the basic buying decisions he has to make and explain his job duties. Request each of them to relate his job to others in his company that he consults or supervises and to people in other companies with whom he works in performing his job. Ask them to bring any literature, pictures, or other materials which would be of interest to the students. Prepare the students for his arrival.

2. Select students for four different groups—a manufacturer, a wholesaler, a retailer, and a marketing service. Explain to each group that they may choose any kind of business within that category, but their group activity should pertain to the given topic listed below or chosen by you.

   Appoint a director for each of the groups. Give each group ten minutes to identify character role parts and the setting. Bring the class into a large semi-circle, and ask the manufacturing acting guild to give the topic they were given. Have the group spontaneously act their parts. Allow about five minutes for each play and discuss each of them at the end.

   Suggested topics to guide the students in creating a buying scene are:

   > *Manufacturer*—Should I buy a very large quantity of raw materials now at a lower unit cost, or should I buy a smaller amount now in case the product doesn't sell well or materials costs go down?
   >
   > *Wholesaler*—What merchandise should I buy to have on hand for this year's Christmas season? How can I be sure I buy the right goods?
   >
   > *Retailer*—Where should I go to buy our new selection of merchandise? Should I just let a buying office do it? Should I buy from a local wholesaler or from many manufacturers? Should I go to our large central market or a regional trade show?
   >
   > *Marketing Service*—When is the best time to buy the goods we need to provide our customers with our services? When should we have them delivered—right away and have to pay next month or later?

3. Refer to the directions for the activity in Student Handout #24: "Buyer's Career CBA's" and give copies to the students or explain the game to the class. To make the game activity more interesting, give the panelists name cards on colored construction paper. Review the quiz questions with the authorities or make them up yourself from those submitted by the students. Preparing questions is good reinforcement and review.

Individual

1. Distribute Student Handout #25: "Comparison Shopping Survey" to the student. If he is able to do the project as directed in the community, give any necessary instructions. If he can not go into the community, set up three model stores with assortments of products for him to shop.

2. Ask the student to select a local business that is of interest to him and visit with the person who does the buying. Before the interview, be sure the student has compiled at least ten questions to ask the person and has made an appointment. Explain to the student that he should investigate the activities of the buyer, his experience and preparation to become a buyer, and what the buying opportunities are in his field.

3. Develop a buying situation concerning a product which might appeal to the student such as a car, clothes, or records. Tell the student he is going to open a new business to serve the school community, so there are no past sales records on which to depend. Tell him he has $500 to spend, and give him some sample sources with different prices, delivery dates, discount rates, and promotional services. Ask him to fill in the Student Handout: "Purchase Order" to most effectively use the $500. Have him attach a sheet explaining how he made his decisions. Remember, it is not important that he demonstrates skill in doing this activity, but that he understands what a buyer or purchasing agent does.

Special Media

1. Filmstrip: "Careers in Buying," J. C. Penney
2. Commercial Game: "Dealer's Choice"
3. *Career Opportunities: Marketing, Business, and Office Specialists*
4. *Dictionary of Occupational Titles,* Volume I
5. *Encyclopedia of Careers and Vocational Guidance,* Volume I
6. *Handbook of Job Facts,* Science Research Associates
7. *Occupations and Careers,* Webster/McGraw-Hill
8. *Occupational Briefs,* Science Research Associates
9. *Occupational Guidance Booklets,* Finney Company
10. *Occupational Outlook Handbook,* U.S. Department of Labor
11. *Widening Occupational Roles Work Briefs,* Science Research Associates

personal selling and promotion

PERSONAL SELLING AND SALES PROMOTION

Competency

Awareness of the vast number of career opportunities in personal and nonpersonal selling throughout the marketing process.

Objectives

1. Given the titles of sixteen personal selling careers, the student will designate each as being an employee of a producer, wholesaler, retailer, or marketing service industry with 75% accuracy. (knowledge)

2. Given twelve descriptions of nonpersonal occupations, the student will supply the appropriate job title for each description with 75% accuracy. (knowledge)

3. Given twenty job descriptions of selling careers, the student will give the job title for each description and distinguish each as a personal or nonpersonal selling occupation with 75% accuracy. (comprehension)

Concepts

1. Selling is the process of assisting or persuading a customer to make a wise buying decision to meet his needs or wants for a good or service.

2. Personal selling involves a direct face-to-face or telephone contact with a consumer during the sales process or customer services provided.

3. Many career opportunities are available in personal selling for people providing information about the product and giving special customer services, as well as for those actually conducting the sale.

4. Some of the personal selling careers available through the channels of distribution are:

   Manufacturer's representative—sells a manufacturer's goods to wholesalers and retailers for resale to consumers

   Industrial salesman—sells goods used to make other goods or for the operation of a business and works for a producer or a wholesaler

   Pioneer salesman—serves the manufacturer by promoting or selling new products, new uses for products, or new selling methods primarily to wholesalers who usually are new customers in a new territory

   Dealer-Service salesman—followsup a pioneer or industrial salesman to make sure the customer has an adequate supply of the goods by taking an inventory of the stock and writing the necessary orders

   Missionary salesman—employed generally by a manufacturer to contact the retail customers of wholesalers to assist the retailer in promoting and selling the manufacturer's products

Sales manager—supervises the training and activities of salesmen for a product, wholesaler, retailer, or marketing service industry

Wholesale salesman—sells goods for a wholesaler to retailers for resale to their customers

Detail salesman—serves the wholesaler by checking the stock of retail customers and writing orders for goods

Rack salesman—aids the wholesaler by inventorying a supermarket's supply of non-food items, replenishing the stock, and arranging displays

Truck salesman—employed by the wholesaler to sell and deliver food items to various retail stores

Demonstrator—employed by a manufacturer, wholesaler, or retailer to show a product in use to groups of prospective customers

Salesclerk—hired by a retail store to assist customers who do not need in-depth merchandise information and demonstration and thereby serve many customers, often for frequently bought items or lower-priced goods

Salesman—employed by a store to provide creative salesmanship in the demonstration and explanation of a product to customers for products which are not frequently bought or which are expensively-priced

Outside salesman—sells goods for a retailer to individual customers in the home or place of business, rather than within the store

Cashier—works for a retailer or marketing service industry by handling the exchange of money for a good or service by cash or credit

Front desk clerk—handles sales transactions for hotels or motels by registering guests, receiving payment in cash or by credit card, issuing keys, assigning rooms, keeping room records, and assisting guests

Bellman—provides hotel or motel guests with special customer services, such as baggage handling, room service, local travel needs

Model—shows features of garment by wearing it and explaining design, etc.

Service station attendant—provides service to motor vehicles for sale of gasoline, motor oil, and accessories to customers

Advertising solicitor—sells advertising space or time to a business for a newspaper, radio, or television station, magazines, etc.

Ticket agent—sells tickets for transportation agencies to passengers, plans travel route, and computes the fare

Maitre d'—coordinates activities of food and beverage workers within a restaurant for the dining room, lounge, and banquet facilities

Business agent—represents entertainers in selling their talents to theatres, motion picture studios, and other entertainment centers

5. Many personal selling careers involve another major marketing function and are covered in other units. These include insurance and real estate agents, securities salesmen, airline stewardesses, and brokers.

6. Nonpersonal selling uses special devices or techniques to provide possible customers with information and persuade them to buy the goods or service, or create a favorable image for the business.

7. Nonpersonal selling is often called sales promotion. Sales promotion includes advertising, display, special promotional techniques, and public relations. Only those sales promotion careers which do not involve direct contact with a customer are classified as nonpersonal selling jobs.

8. Advertising is any paid form of nonpersonal presentation of ideas, goods, or services by printed or audio-visual media for an identified sponsor.

9. Display is any means of visually showing goods, often as they are used, within or around a business to attract customers' attention and create an interest in buying the displayed merchandise.

10. Public relations includes those activities which are used to develop goodwill or a favorable public impression of a business, organization, person, or group of people through news media, special events, and the like.

11. Special promotional techniques are used during a sales promotion campaign to create extra attention and interest. Usually planned and prepared by advertising personnel, these devices include samples, contests, trading stamps, fashion shows, coupons, exhibits, and sweepstakes.

12. Some of the interesting career opportunities in nonpersonal selling areas of sales promotion include:

    Announcer—provides audiences with information about people, places, products, and events in radio, television, theatre, or other entertainment/amusement settings

    Copywriter—obtains information about a product or service and the advertising sponsor and prepares the original copy for a printed ad or the written script for radio, television, or other audio advertising means

    Illustrator—creates a picture or design to favorably show a product or service described in the copy of an advertisement

    Layout man—assembles all the parts of an advertisement into an eye-catching, attractive design

    Proofreader—compares the final copy of an ad, story, article, etc., with the finished printed product to detect and correct any errors

    Reporter—gathers information about special events and happenings and prepares news releases for radio, television, and newspapers

    Fashion coordinator—promotes new fashions and coordinates promotional activities, such as fashion shows, in conjunction with the buying, advertising, display, and publicity departments of a store

Sales promoter—plans and coordinates special promotional campaigns using techniques, such as samples, contests, stamps, coupons, etc.

Display designer—creates and plans displays on a drawing board

Display man—arranges the merchandise and props into an attractive display as created by the designer

Display manager—coordinates activities with other departments in determining merchandise to be displayed and supervises display workers

Display technician—prepares and cleans display area and assembles or returns necessary merchandise and props for the display man

Display trimmer—adds the back drops, floor covering, and other display accessories indicated by the display man

Public relations man—plans and conducts programs to develop goodwill for a business, organization, or institution

Press agent—organizes information concerning a person or group's activities, prepares news releases; gives interviews, plans for public gatherings and otherwise acts as a liaison between a person or group and the general public

Sign writer—creates by hand or uses a sign printing machine to make display showcards, billboard signs, and other visual promotion aids

Equipment

1. Overhead projector, chalkboard, bulletin board
2. Filmstrip projector, 16mm film projector, slide projector
3. Video tape recorder, record player, cassette tape recorder

Materials

1. Films: "Ad-Ventures" "Careers in Sales" "Careers—Sales"
   "Is a Sales Career For You?" "Careers in Broadcast News"
   "Opportunities in Sales and Merchandising" "The Journalists"
   "Is a Career in Radio or Television for You?"
2. Filmstrips: "Art Careers in Advertising" "Career Game"
   "Career Exploration: Persuasive Interest"
   "Careers in Illustration" "Careers in Journalism"
   "Careers in Show Business" "Careers in Television"
   "Selling as a Career" "Writing Careers in Advertising"
3. Slides: "Careers in Food Merchandising" "Careers in Home Furnishings"
   "Careers in Service Stations" "Occupations in Supermarkets"
   "Understanding Wholesaling" "Your Future in Retailing"
4. Cassette Tapes: "Career Development Series," Imperial Films
   "Careers Unlimited Series," Classroom Productions
5. *Advertising: A Career of Action and Variety*
6. *Career Opportunities*, New York Life Insurance

7. *Career Opportunities: Marketing, Business, and Office Occupations*
8. *Career World Magazine*
9. *Careers Briefs,* Careers Publications, Inc.
10. *Consider a Career in Public Relations,* Chronicle Guidance Publications
11. *Dictionary of Occupational Titles,* Volumes I and II
12. *Distributive Career Series,* Fairchild Publications
13. *Encyclopedia of Careers and Vocational Guidance*
14. *Finding Your Job Booklets,* Finney Company
15. *Jobs in Advertising*
16. *Modeling Careers: Glamour and Hard Work*
17. *Occupational Briefs,* Chronicle Guidance Publications
18. *Occupational Briefs,* Science Research Associates
19. *Occupational Guidance* Booklets, Finney Company
20. *Occupational Guide* Series, California Department of Employment
21. *Occupational Outlook Handbook,* U. S. Department of Labor
22. *Occupations and Careers,* Webster/McGraw-Hill
23. *Opportunity is Retailing,* National Retail Merchants Association
24. *Project Loom Units,* Florida State University
25. *Vocational Guidance Manuals,* Universal Publishing Corporation
26. *What Job For Me Book Series,* Webster/McGraw-Hill
27. *Widening Occupational Roles-Work Briefs,* Science Research Associates

Supplies

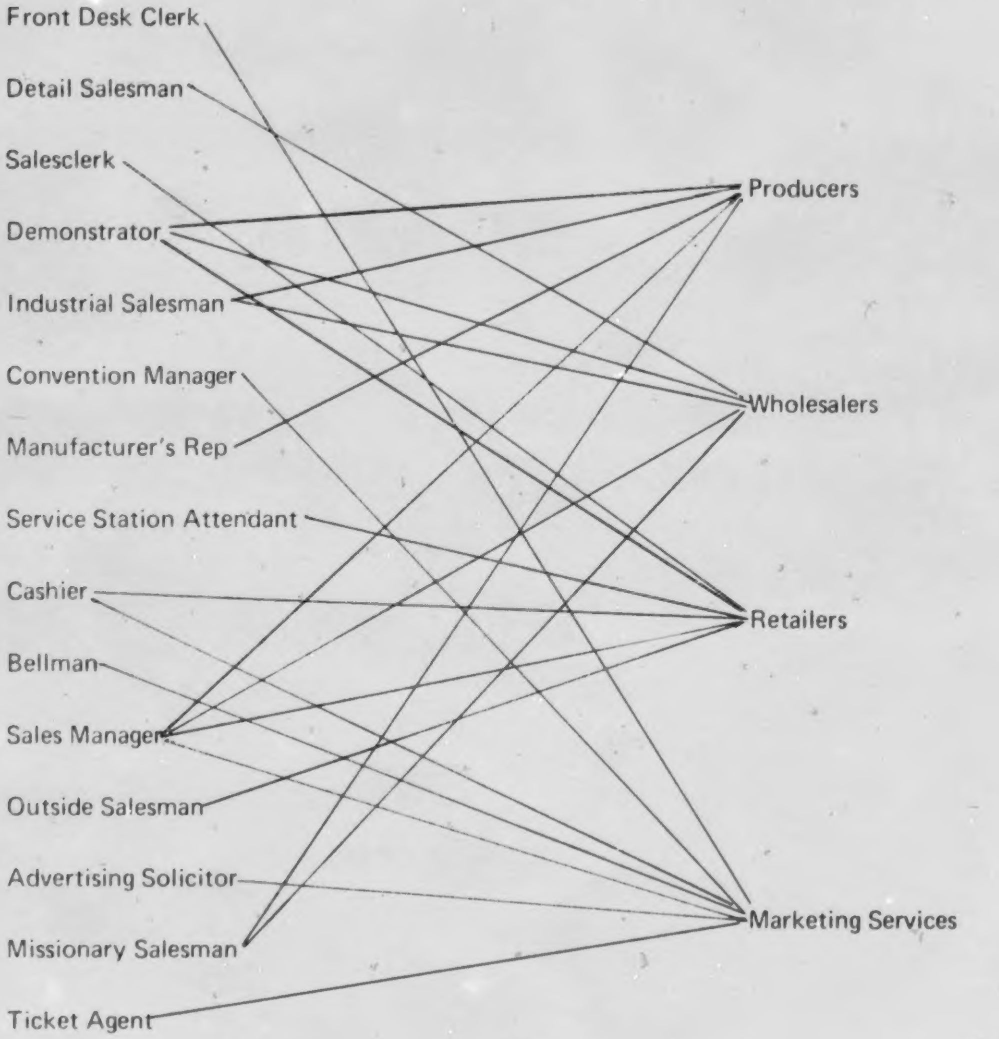
1. Posterboard, construction paper, white paper, magic markers, tapes
2. Rulers, glue, scissors, tape, thumb tacks, magazines, newspapers

Special Resources

1. Student Handouts #26-33
2. Commercial Games: "Auctioneer' and "Masterpiece"

K E Y
THE SELLING SCENE

1. *Personal Selling Careers* *Business Components*


Front Desk Clerk
Detail Salesman
Salesclerk
Demonstrator
Industrial Salesman
Convention Manager
Manufacturer's Rep
Service Station Attendant
Cashier
Bellman
Sales Manager
Outside Salesman
Advertising Solicitor
Missionary Salesman
Ticket Agent
Producers
Wholesalers
Retailers
Marketing Services

NOTE: The total of 24 lines from the careers to businesses includes: 5 to Producers, 5 to Wholesalers, 6 to Retailers, and 7 to Marketing Services.

A score of 18 correct answers for 75% accuracy will satisfy objective #1.

2.

1. Announcer
2. Copywriter
3. Illustrator
4. Layout man
5. Proofreader
6. Reporter
7. Sales promoter
8. Display designer
9. Display man
10. Display trimmer
11. PR man
12. Press agent

If the student answers 9 of the above items correctly for 75% accuracy, he will have attained sufficient proficiency for objective #2.

3.

Selling Career Title	*"P/N"*	*Selling Career Title*	*"P/N"*
1. Business agent	P	11. Reporter	N
2. Maitre d'	P	12. Demonstrator	P
3. Ad solicitor	P	13. Rack salesman	P
4. Service station attendant	P	14. Salesclerk	P
5. Front desk clerk	P	15. Manufacturer's rep	P
6. Cashier	P	16. Dealer service salesman	P
7. Announcer	N	17. Sales promoter	N
8. Copywriter	N	18. Display man	N
9. Illustrator	N	19. Display trimmer	N
10. Layout man	N	20. Press agent	N

The student will satisfy objective #3 if he correctly identifies 30 of the 40 parts listed above for 75% accuracy.

KEY
THE SELLING SURVEY

PRODUCERS

Industrial Salesman
Missionary Salesman
Sales Manager
Manufacturer's Rep
Demonstrator

WHOLESALERS

Industrial Salesman
General Salesman
Rack Salesman
Sales manager
Demonstrator

RETAILERS

Sales Manager
Demonstrator
Cashier
Sales Clerk
Outside Salesman

MARKETING SERVICES

Ad Solicitor
Sales Manager
Business Agent
Bellman
Maitre d'
Cashier
Convention Manager
Front Desk Clerk

If the student correctly identifies 18 of the careers for 75% accuracy, he will have shown sufficient knowledge for objective #1.

2.

1. Sales promoter
2. Display designer
3. Display man
4. Display trimmer
5. PR man
6. Press agent
7. Announcer
8. Copywriter
9. Illustrator
10. Layout man
11. Proofreader
12. Reporter

If the student receives a score of 9 correct answers for 75% accuracy, he will have satisfied objective #2.

3. A total of 40 points may be earned on this evaluation item.

	Selling Career Title	*"P"*	*"N"*
1.	Dealer service salesman	X	
2.	Sales promoter		X
3.	Display man		X
4.	Display trimmer		X
5.	Press agent		X
6.	Business agent	X	
7.	Maitre d'	X	
8.	Ad solicitor	X	
9.	Service station attendant	X	
10.	Front desk clerk	X	
11.	Cashier	X	
12.	Announcer		X
13.	Copywriter		X
14.	Illustrator		X
15.	Layout man		X
16.	Reporter		X
17.	Demonstrator	X	
18.	Rack salesman	X	
19.	Salesclerk	X	
20.	Manufacturer's rep	X	

The student will achieve objective #3 if he answers correctly 30 of the 40 parts for 75% accuracy.

LEARNING ACTIVITIES

UNIT TITLE *Personal Selling and Sales Promotion* UNIT # *V* OBJECTIVE # *1*

Group

1. Write the words "Yes" and "No" on the chalkboard or overhead projector. Explain to the students that all answers they give are acceptable and no right or wrong answers are involved. Ask the students how many of them think they would like to be a salesman, and write that number under the yes. Ask how many of them would not like to work as a salesman and write that number under the no.

   Select students to explain why they would and would not like to be salesmen. Explain different kinds of salesman positions, including all business components in the channels of distribution. Include those covered in the student's handouts. See if students can add to the list. Repeat the vote of whether or not students are interested in becoming salesmen. Check to see if there were any changes in votes and ask students to tell why they changed their minds.

2. Ask each student to select a product of interest to him, find as much information as he can about it, and bring it to school if at all possible. If he cannot bring it, ask him to bring an illustration or picture of it. Ask each student to select a personal selling role in which he can sell his product. Tell him he may wish to choose a service.

   Discuss the basic responsibilities and activities of a salesman, such as greeting a customer, discovering his needs, explaining the product or service, overcoming his objections, closing the sale, suggesting additional items or services, completing the sale, and followup customer services. Remember, we are only interested that the student understand what a salesman does, not in how well the student performs.

   Divide the class into pairs and have students alternate as customer and salesman. Allow them fifteen minutes to practice. When the time is up, split the class into two teams, so that each pair remains on the same team. Flip a coin to see which team will go first. Have the first pair of that team present one of their sales situations within one or two minutes. The opposing team has thirty seconds to collaborate and tell the personal selling career title and for whom he works in the situation that was enacted. If the team is correct, they earn one point.

   If that team does not answer correctly, the team whose players acted may guess the career and business. If they are correct, they receive one point and continue their turn in guessing a sales situation represented by a pair from the opposing team. If they were incorrect in guessing the career and business missed by the opposing team, they still receive their regular turn and are not penalized for missing it. The team with the greatest number of points wins.

   When the game is over, ask students on each team, alternating teams, to name careers in personal selling that were not portrayed and for which business component in the channels of distribution they work—producers, wholesalers, retailers, or consumers.

Individual

1. Distribute Student Handout #26: "Careers in Personal Selling" to the student and ask him to study the information. When he has finished, discuss the material with him and see if you can clear up anything he did not understand in the handout.

   Ask the student to take a piece of paper and write four column headings of: Producer, Wholesaler, Retailer, and Marketing Services to represent the four major business components in the channels of distribution. Ask him to see how many of the personal selling careers he can list under each of the four columns. If he did not remember them all, review those which he did not include, explaining the differences between salesmen employed by the same types of businesses, such as pioneer, industrial, and missionary salesmen who all work for a manufacturer.

2. Distribute Student Handout #27: "Selecting the Salesman's Boss" to the student. Ask the student to study the personal selling careers given and to place an "X" in the boxes under the appropriate columns to show which business or businesses employ each salesman. Discuss those that the student missed, emphasizing the differences between them.

3. Ask the student to select a personal selling career that he would be most interested in pursuing. Ask him to check reference materials in the library, as well as any you have in your room or in guidance. Ask him to interview two people working in that career, if possible. Have him get information covering the following points:

   a. Ten tasks the person performs in his job
   b. Educational and work experience requirements needed for the job
   c. Starting salaries, fringe benefits (vacation, retirement, insurance)
   d. Opportunities for promotion—next run on the career ladder
   e. Advantages or disadvantages of the particular personal selling job

Special Media

1. Films: "Careers in Sales" "Careers—Sales"
   "Is a Sales Career For You?"
   "Opportunities in Sales and Merchandising"
2. Filmstrips: "Career Game"
   "Career Exploration: Persuasive Interest"
   "Selling as a Career"
3. Slides: "Careers in Food Merchandising" "Careers in Home Furnishings"
   "Careers in Service Stations" "Occupations in Supermarkets"
   "Understanding Wholesaling" "Your Future in Retailing"

4. Cassette Tapes: "Career Development Series," Imperial Films
   "Careers Unlimited Series," Classroom Productions
5. *Career Opportunities,* New York Life Insurance
6. *Career Opportunities: Marketing, Business, and Office Occupations*
7. *Career World Magazine*
8. *Careers Briefs,* Careers Publications, Inc.
9. *Consider a Career in Public Relations,* Chronicle Guidance Publications
10. *Dictionary of Occupational Titles,* Volumes I and II
11. *Distributive Career Series,* Fairchild Publications
12. *Encyclopedia of Careers and Vocational Guidance*
13. *Finding Your Job Booklets,* Finney Company
14. *Modeling Careers: Glamour and Hard Work*
15. *Occupational Briefs,* Chronicle Guidance Publications
16. *Occupational Briefs,* Science Research Associates
17. *Occupational Guidance* Booklets, Finney Company
18. *Occupational Guide* Series, California Department of Employment
19. *Occupational Outlook Handbook,* U. S. Department of Labor
20. *Occupations and Careers,* Webster/McGraw-Hill
21. *Opportunity is Retailing,* National Retail Merchants Association
22. *Project Loom Units,* Florida State University
23. *Vocational Guidance Manuals,* Universal Publishing Corporation
24. *What Job For Me Book Series,* Webster/McGraw-Hill
25. *Widening Occupational Roles Work Briefs,* Science Research Associates

LEARNING ACTIVITIES

UNIT TITLE *Personal Selling and Sales Promotion* UNIT # *5* OBJECTIVE # *2*

Group

1. Write the following question on the chalkboard or overhead projector before class begins: "Does advertising have an effect on you?" When class begins, ask a student to explain why he thinks advertising has an effect on him. Ask another student to explain why he does not feel advertising has an effect on him. If no one takes one side or the other, play the "Devil's Advocate" and present that side of the argument. See how many in the class think advertising has an effect upon them and how many do not.

   Divide the class into two teams, select a scorekeeper, and explain the rules of "Tic, Tac, Toe" as found in Student Handout #28. Develop a list of advertising slogans and advertisers. Some have been included with the game rules to assist you. Play the game as directed.

   Follow the game with a discussion of the effect of advertising and other kinds of sales promotion careers. Ask students to see if they can identify any other types of sales promotion. For each kind of sales promotion, see how many careers they can guess. Cover all those included in student handouts, explaining briefly what each of them does. Use newspaper ads, a miniature display, fashion shows, sponsoring local teams, and a news release as examples of how careers are related within each of the promotional areas of: advertising, display, special promotional techniques, public relations, and publicity.

2. Ask each student to bring a shoe box or some other small cardboard box to class. Accumulate the following materials: construction paper, glue, scissors, tape, magic markers, crayons, posterboard, paper dolls, small jewelry boxes, miniature furniture and cars. Many of the students can bring these from home, as well as other things which may be needed.

   Ask each student to select a kind of business of interest to him and a product carried by that business. Explain to the students that each of them will assume the roles of all display workers that would be involved in creating a display. Discuss with them the order in which the display workers would become involved beginning with the display manager and the display designer. Question them so that they arrive at the conclusions, such as: (1) the display manager decides what will be displayed in conjunction with other department managers; (2) the display designer plans the display on paper; (3) the display technician cleans and prepares the display area. Include the signwriter in the project.

   Have each student explain, orally or in writing, what he did with his display project as he assumed the various display career roles. Each display career should be illustrated with at least one activity that he performed.

3. Obtain the following equipment, materials, and supplies: tape recorder and tapes; video tape recorder and video tapes; typewriter; signpress or lettering kit; white paper, 8½" × 11", rulers, glue, scissors, pencils, crayons, magic markers, felt tip pens, masking tape, scotch tape, old magazines and newspapers, construction paper, posterboard.

   Ask each student to select a business and a product of interest to him. If possible, it should be the same as for the display project above. Explain to the student that he is going to develop a sales promotion campaign including advertising, sales promotion techniques, and public relations or publicity. Have him create an advertisement of his choice: newspaper or magazine advertisement, 1 minute radio spot, 1 minute television commercial, a small billboard, or a flyer. Ask him to create a plan for a special promotional technique, such as: samples, coupons, fashion shows, product demonstration, or contest. Have him prepare a news release about the business, either as a newspaper story or as a radio or television feature.

   Ask students to keep a diary of the activities in which they become involved and the sales promotion roles that they assume in performing the activities. Periodically, throughout the projects, discuss with the class the sales promotion careers that are involved and what each of these workers does. If possible, display some of the projects around the outside of the classroom, as well as within the classroom.

Individual

1. Distribute the Student Handout #29: "Nonpersonal Selling Careers in Sales Promotion" to the student. Ask the student to explain the terms sales promotion, advertising, display, public relations, and nonpersonal selling. Have the student select the area which most interests him and arrange for him to visit with a person working in that field. If possible, have him observe that person working on the job. Ask the student to identify the tasks that the worker performed. Review his observation with him relating that career and area to the other careers and types of sales promotion.

2. Give your student the Student Handout #30: "Are Advertisers Reaching You?" Discuss the purposes of advertising with him, including product information for new products and new uses for products. Ask the student to think of the different kinds of advertising that is done.

   Assign the student an advertising project in which he will collect samples of different types of advertising, such as: newspaper and magazine ads, handbills, brochures, match covers, pencils, etc. Have him review a radio spot and television commercial. Obtain space around school—in the hallways, library, guidance, etc. Have the student display the materials including a title that relates advertising careers. Such a title might be: "Artistic Activities of Advertising Workers." If possible, find illustrations of people in the various advertising careers. Display these with the career title around the ad materials.

3. Obtain a small display area within the school, such as in the corridor or near the

bookstore. Ask the student to select a small product that he owns and can bring to school. Explain to him that he is going to assume the roles of display personnel by creating a small display. Discuss with him the order in which the people become involved beginning with the display manager, then the display designer, and so on.

Ask the student to jot down a list of things that he will need to do and in the order that they will need to be done. Ask him to identify what display personnel he will be representing when he performs these tasks. Provide him with supplies and materials. Borrow some from a local business or Distributive Education coordinator if necessary.

Special Media

1. Films: "Ad-Ventures" "Careers in Broadcast News"
   "The Journalists"
   "Is a Career in Radio or Television for You?"
2. Filmstrips: "Art Careers in Advertising" "Career Game"
   "Career Exploration: Persuasive Interest"
   "Careers in Illustration" "Careers in Journalism"
   "Careers in Show Business" "Careers in Television"
   "Writing Careers in Advertising"
3. Cassette Tapes: "Career Development Series," Imperial Films
   "Careers Unlimited Series," Classroom Productions
4. *Advertising: A Career of Action and Variety*
5. *Career Opportunities*, New York Life Insurance
6. *Career Opportunities: Marketing, Business, and Office Occupations*
7. *Career World Magazine*
8. *Careers Briefs,* Careers Publications, Inc.
9. *Dictionary of Occupational Titles,* Volumes I and II
10. *Distributive Career Series,* Fairchild Publications
11. *Encyclopedia of Careers and Vocational Guidance*
12. *Finding Your Job Booklets,* Finney Company
13. *Jobs in Advertising*
14. *Occupational Briefs,* Chronicle Guidance Publications
15. *Occupational Briefs,* Science Research Associates
16. *Occupational Guidance* Booklets, Finney Company
17. *Occupational Guide* Series, California Department of Employment
18. *Occupational Outlook Handbook,* U. S. Department of Labor
19. *Occupations and Careers,* Webster/McGraw-Hill
20. *Opportunity is Retailing,* National Retail Merchants Association

21. *Project Loom Units,* Florida State University
22. *Vocational Guidance Manuals,* Universal Publishing Corporation
23. *What Job For Me Book Series,* Webster/McGraw-Hill
24. *Widening Occupational Roles Work Briefs,* Science Research Associates

LEARNING ACTIVITIES

UNIT TITLE *Personal Selling and Sales Promotion* UNIT # *5* OBJECTIVE # *3*

Group

1. Divide the class into four sales teams. Each team will represent one of these four types of businesses: a manufacturer, a wholesaler, a retailer, and a marketing service industry. Each group may select a product or service which they plan to sell and promote. Each group will have a sales manager, advertising agent, display man, public relations representative, and sales promotion specialist.

   Each group as a unit must develop its sales promotion campaign and sales strategy for the particular product or service. The team for the manufacturer might select lawnmowers. In this case, lawnmowers are usually handled by wholesalers. The group's program would have to appeal to the wholesale customers, as well as provide the wholesalers with assistance in appealing to their retailing customers. The sales program would also include methods for selling to the retailer and the consumer.

   Explain to the groups that each of them should include samples, illustrations, demonstrations, etc. for all selling areas. If possible, obtain a video tape recorder for students to prepare short television commercials. Secure several reel or cassette tape recorders for students to tape radio spots. Refer to the supplies list at the beginning of this unit, so students can prepare such things as small billboard, catalogs, brochures, sales manuals, product packages or labels, newspaper or magazine advertisements, etc. Students may carry out a project individually or the group may work on some of them together. A television commercial, for example, will most likely take more than one student.

   When the groups have completed their sales programs, have each member of a group explain a phase of the program. The advertising agent could discuss a television commercial; the sales manager could give a brief sales demonstration referring to the sales manual. Emphasize to students the various roles which they performed. Include others which may not have been involved and classify each of them as personal and nonpersonal.

2. Distribute the Student Handout #31: "SALES SCRAD" to all of the students or explain the activity to them. Reproduce copies of the sample card or have students make their own from paper, construction paper, posterboard, or the like. Explain to the students that for purposes of the game, some careers, such as Demonstrator, have been included under the sales promotion columns, rather than under personal selling.

   In playing the game, you may read the career description and give one clue about the column in which it is found. Or you may say (or the student moderator), under the "A": prepares original copy material for a printed ad or radio script." In the second situation, the student would know that the career would be in the Advertising column if he had it on his SCRAD Sales Card.

Individual

1. Ask the learner to complete Student Handout #32: "Selling Selection." Explain to the student that he should give a specific type of business. For example, the front desk clerk works for a hotel. The student should give the answer hotel, rather than just the service industry. Tell the student that the customers served mean producers, wholesalers, retailers, service industries, or consumers. Remind him that he is to indicate if each selling career is personal or nonpersonal by placing a "P" for personal or an "N" for nonpersonal in the left column. Emphasize to the student that the business and customer's columns may have more than one answer. Review his responses with the student, clarifying the selling careers, job activities, customers served, and its classification as personal or nonpersonal.

2. Provide the student with the Student Handout #33: "Personal Product Inventory." If the student says he does not know what influenced him to buy the items he listed, ask him how he first found out about the product. Did a friend have one or tell him about it? Was he shopping and a salesman showed it to him? Did he see it in a magazine or newspaper? Did he hear it on radio or television?

   When the student has completed the inventory, ask him to select one of the products about which he thinks he knows the most. Ask him to prepare a sales campaign notebook with sections on selling features that a salesman would use, two advertisements (such as one sample ad layout and one radio script), a sketch of a display, a public relations activity, and a special sales promotional technique (such as a fashion show or contest).

   Remind the student that he should not think of a selling program just between a retailer and a consumer. Emphasize that in most cases, the producer must also sell a wholesaler or retailer as well as the consumer. Have the student include a brief explanation of the careers that could be involved within each phase or section of his sales project, including whether the career is personal or nonpersonal.

storage of merchandise

STORAGE OF MERCHANDISE

Competency

Awareness of the major types of storage and the career opportunities that are available in the receiving, stocking, and shipping of merchandise.

Objectives

1. Without assistance, the student will list the six major services of storage and nine storage occupations with 80% accuracy. (knowledge)

2. Given a storage situation involving the receipt and shipment of goods, the student will identify ten storage careers in the order in which they would be involved in the receiving, stocking, and shipment of a line of merchandise with 80% accuracy. (comprehension)

Concepts

1. Storage provides the time and space necessary to house merchandise until it is needed for industrial purposes of distribution to consumers.

2. Storage facilities or warehouses provide six major services:
    a. Space for housing goods for manufacturers or wholesalers
    b. Reshipping goods for manufacturers to surrounding districts
    c. Fill orders from warehouse stocks for wholesalers and retailers
    d. Packaging, labeling, and pricing goods for bulk goods received
    e. Special services, such as fumigation, and efficient equipment
    e. Office rooms and display space for manufacturer's sales representatives

3. A variety of jobs with opportunities for advancement are available:
    a. *Warehouse Supervisor*—coordinates activities within the warehouse
    b. *Receiving Clerk*—checks in merchandise between purchase invoice
    c. *Materials Handler*—transports goods between dock and stockroom
    d. *Stockman*—stores merchandise in an appropriate order
    e. *Inventory Control Clerk*—checks merchandise on hand to determine surpluses and shortages in the warehouse
    f. *Marker*—prices and sometimes labels incoming merchandise
    g. *Traffic Manager*—decides method and routes of delivery or shipment
    h. *Packing Supervisor*—supervises picking and packing of shipped goods
    i. *Order Picker*—selects merchandise from shelves or bins to be packed
    j. *Packer*—prepares merchandise for shipment in boxes, crates, etc.

   - k. *Shipping Clerk*—checks order to see if it has been filled properly
   - l. *Checker*—inspects incoming merchandise for quality, sizes, styles, etc.

4. Storage careers may be found with all types of producers, wholesalers, retailers, and marketing service industries.

5. In smaller businesses, one person often assumes the responsibilities of one or more storage jobs, such as a shipping-receiving clerk, a stock clerk (stockman and inventory control), etc.

Equipment

1. Overhead projector, chalkboard, bulletin board
2. Slide projector, 16mm film projector

Materials

1. Film: "The Story of the Wholesale Market"
2. Slides: "Understanding Wholesaling" and "Your Future in Retailing"
3. *Career* Briefs, Careers Publications
4. *Career Opportunities: Marketing, Business, and Office Occupations*
5. *Careers* Booklets, Institute of Research
6. *Dictionary of Occupational Titles*
7. *Encyclopedia of Careers and Vocational Guidance,* Volumes I and II
8. *Finding Your Job Series,* Finney Company
9. *Handbook of Job Facts,* Science Research Associates
10. *Occupational Briefs,* Chronicle Guidance
11. *Occupational Briefs,* Science Research Associates
12. *Occupational Guidance Booklets,* Finney Company
13. *Occupational Outlook Handbook,* U. S. Department of Labor
14. *Occupations and Careers,* Webster/McGraw-Hill
15. *Project Loom Units,* Florida State University
16. *Widening Occupational Roles Work Briefs,* Science Research Associates

Supplies

1. Posterboard, construction paper, white paper
2. Glue, scissors, masking tape, rulers, magic markers

Special Resources

1. Student Handouts #34-38
2. Commercial Games: "Ad-Lib" "RSVP"

THE STORAGE SCENE – KEY

1. Six major services provided by storage facilities are:

   - physical space
   - reshipping goods
   - filling orders
   - packaging, labeling, and pricing
   - special services
   - office rooms and display space

   Any nine of the following storage careers are acceptable:

   - stockman
   - receiving clerk
   - materials handler
   - warehouse supervisor
   - marker
   - traffic manager
   - packing supervisor
   - inventory control clerk
   - packer
   - order picker
   - shipping clerk

A score of 12 correct answers or 80% accuracy on this test item indicates sufficient knowledge for objective #1.

2. Ten of the following storage careers may be identified. Exact order is not necessary with the receiving and shipping categories:

Receiving	*Shipping*
1. Warehouse Supervisor	1. Warehouse Supervisor
2. Receiving Clerk	2. Shipping Clerk
3. Inventory Control Clerk	3. Inventory Control Clerk
4. Materials Handler	4. Materials Handler
5. Checker	5. Order Picker
6. Marker	6. Packer
7. Stockman	7. Packing Supervisor
	8. Traffic Manager

If the student correctly identifies 8 of the ten careers for 80% accuracy, he will have demonstrated understanding for objective #2.

THE STORAGE SURVEY – KEY

1. Six major services provided by storage facilities are:

   physical space
   reshipping goods
   filling orders
   packaging, labeling, and pricing
   special services
   office rooms and display space

   Any nine of the following storage careers are acceptable:

   stockman
   receiving clerk
   materials handler
   warehouse supervisor
   marker
   traffic manager
   packing supervisor
   inventory control clerk
   packer
   order picker
   shipping clerk

A score of 12 correct answers for 80% accuracy is satisfactory for objective #1.

2. Ten of the following storage careers may be identified. Exact order is not necessary with the receiving and shipping categories:

Receiving	*Shipping*
1. Warehouse Supervisor	1. Warehouse Supervisor
2. Receiving Clerk	2. Shipping Clerk
3. Inventory Control Clerk	3. Inventory Control Clerk
4. Materials Handler	4. Materials Handler
5. Checker	5. Order Picker
6. Marker	6. Packer
7. Stockman	7. Packing Supervisor
	8. Traffic Manager

When the student identifies 8 of the storage careers in the above test item for 80% accuracy, he will have achieved acceptable proficiency for objective #2.

LEARNING ACTIVITIES

UNIT TITLE *Storage of Merchandise* UNIT # *6* OBJECTIVE # *1*

Group

1. Give each student a copy of Student Handout #34: "Storage Situations," and give the group about ten minutes to jot down their answers. At the end of ten minutes divide the class into five groups. Assign each of the groups one of the situations. Ask each group to compare its members' reactions on their assigned situation.

   Have each group select a recorder who will report to the class the group's discussion and conclusion, if any. Allow the groups approximately fifteen minutes. Call them back together and ask each recorder to give a brief review of her group's activities. At the end of each report, ask the students what the responsibilities are of the various storage careers.

   Throughout the class discussion, insert questions pertaining to these services that are provided by storage facilities. Ask students to identify warehouse services, making sure they understand that they are used by all kinds of businesses. Explain that although most of the storage careers and facilities are related to wholesalers, many people are employed by manufacturers and retailers in full-time positions, as well as part-time jobs.

   Review the six major services provided by storage facilities and the people who work in them. Re-emphasize the twelve primary storage careers found in most major warehouses.

2. Divide the class into four groups of four or five students, depending on the size. Give each student two slips of paper approximately 4" x 5". If possible, make it construction paper or colored mimeograph paper. Write each of the following storage career titles on the chalkboard or overhead projector:

   Warehouse Supervisor
   Materials Handler
   Receiving Clerk
   Checker
   Marker
   Inventory Control Clerk
   Stockman
   Packing Supervisor
   Order Picker
   Packers
   Traffic Manager
   Shipping Clerk

   Ask each student to write one of the career titles on one of the slips of paper and turn it over so that no one can see it. Then ask each student to write one word on the other side of that slip of paper which could describe the career title he selected. Have one student in each group serve as a timer, alternating the role within the group.

   Have one member in each group begin by having the other group members guess the career he wrote down within one minute. The groups' members may ask any question which can be answered with a yes or no. The only drawback is that once a member asks, "Is it ______ career," he must have guessed the right career or he loses his chance. Students alternate having the other group members guess their career title and serving as the timer for the group. When all of the members in all groups have finished, discuss each of the careers and ask students to reveal the descriptive words that they chose. Review what each of the storage career personnel does in his job.

Write each of the six major storage services on the chalkboard or overhead projector:

Physical Space for Goods
Reshipping Goods
Filling Orders for Goods
Packaging, Labeling, Pricing
Special services and Equipment
Office Rooms and Display Space

Ask each of the students to take his other piece of paper and write one of those six services on it. Have them turn the pieces of paper over and sketch a simple illustration of that service taking place in a wholesale warehouse. Give the students about five minutes and then discuss the different illustrations created by the students. Review the services with the group, giving examples of them in business situations.

Individual

1. Distribute Student Handout #35: "Storage Seven" to the learner. Ask him to study each of the eleven storage career titles and their assigned responsibilities, which are given to the right of each career. Ask the student to make the decision of which seven people will stay based on the information that he has been given.

   When he has finished, discuss each of the careers with him. Identify the six major services provided by storage facilities and the people who work in them. Ask students to take those six services and match those storage careers to them according to the importance that he thinks that person would play in fulfilling that service. For example, the student might select the careers of order picker and packer and match them to the service of filling orders for goods. Tell the student that his only limit is he may not use any career more than twice. Review his conclusions with him, letting him explain the bases for his decisions.

2. Obtain several newspapers from surrounding cities where large warehouses are located. Give the student the classified sections of the newspapers and a copy of Student Handout #36: "Classified Storage Careers." Ask the student to select six want ads, some from each paper, if possible, which illustrate storage career opportunities in the area.

   Have the student cut these out and glue them on his paper. Ask him to list the kind of business involved for each of the want ads, such as a wholesaler, a department store warehouse, a food chain supply house, etc. Then ask the student to list any responsibilities which are stated or that he can deduct from the advertisement.

   Ask the student to explain what services he thinks the storage facilities and the personnel who work in them provide to manufacturers, wholesalers, retailers, and marketing service industries. Relate to him how the six major services meet the needs of various sizes and types of businesses right in his home community.

Special Media

1. *Career Opportunities: Marketing, Business, and Occupational Specialists,* "The Wholesaling Specialist"

    Control Clerk
    Materials Handler
    Packing Supervisor
    Shipping Clerk
    Traffic Manager
    Inventory Control Clerk
    Equipment Operator
    Receiving Clerk
    Stockman
    Warehouse Supervisor

2. *Finding Your Job,* Booklet Series, Finney Company:

    Bakery Goods Wrapper & Packer
    Bakery Shipping Room Helper
    Bakery Stockman
    Bottle Labeler
    Box Packer
    Boxcar Unloader
    Bread Loaf Racker
    Candy Packer
    Dockman
    Forklift Truck Operator
    Freight Elevator Operator
    Labeler-Packer
    Moving Van Loader
    Order Filler
    Packer and Wrapper
    Paper Sorter and Counter
    Raw Material Handler
    Receiving Clerk's Helper
    Shipping Clerk's Helper
    Stock Clerk's Helper
    Supermarket Stockboy
    Tray Packer, Airline
    Warehouseman's Helper
    Wholesale Jewelry Worker

3. *Occupational Guidance,* Finney Company:

    Airline Freight Handler
    Freight Handler
    Industrial Traffic Manager
    Inventory Supervisor
    Stock Clerk
    Stock Transfer Clerk
    Traffic Manager
    Warehouse Supervisor

4. *Occupational Outlook Handbook*

5. *Occupations and Careers*

6. Slides: "Understanding Wholesaling" "Your Future in Retailing"

7. Film: "Story of the Wholesale Market"

LEARNING ACTIVITIES

UNIT TITLE *Storage of Merchandise* UNIT # *6* OBJECTIVE # *2*

Group

1. Assign members of the class to the following storage career roles:

Warehouse Supervisor–1 student	Stockman–2 or 3 students
Materials Handlers–2 or 3 students	Packing Supervisor–1 student
Receiving Clerk–1 or 2 students	Order Picker–1 or 2 students
Checkers–2 or 3 students	Packers–2 or 3 students
Markers–2 or 3 students	Traffic Manager–1 student
Inventory Control Clerk–1 student	Shipping Clerk–1 or 2 students

Create a sample storage warehouse scene with work stations identified in the room, including:

Loading/Shipping Area
Packing Section
Stock/Storage Area
Unloading/Receiving Area
Checking/Marking Section
Central Warehouse Office

Simulate a storage warehouse situation involving the receipt of an order of merchandise, checking it, pricing, stocking it, packing it in smaller units, and shipping it to several businesses. Ask the students to decide the order in which they should be to most effectively do the jobs. If at all possible, your group might be able to provide some service to the school or community by unloading and unpacking boxes of items and packing them in smaller quantities. Review the order in which merchandise comes into the business and in which the storage personnel are involved.

2. Divide the class into groups of five or six students and give each pupil a copy of the first sheet in Student Handout #37: "Storage Shakeup." Ask the students to read over the instructions. Review the instructions with all the students. Remind the group that they have 20 minutes to arrive at a "majority rule decision."

At the end of the 20 minutes, have one student from each group write the career titles of personnel who would not be "laid off." Give each group a code name or number, so their conclusions can be quickly identified. When all of the lists are on the board, discuss each group's majority rule decision with the class. If students completed the Student Handout #35: "Storage Seven," ask how the group's answers compared with individual student's answers. Did the student change his mind? Did he know more now about the jobs than he did in the previous activity?

Have each student complete the second sheet of this Student Handout #37. When the students have completed the sheet, review the various storage career personnel and their job tasks. Discuss the services that are provided and the order in which shipments are received, stocked, and shipped. Clarify the order in which storage personnel are involved.

Individual

1. Give the learner a copy of Student Handout #38. "Storage Spiral." Tell the student that the spiral puzzle shows the order in which storage personnel are involved from the time the warehouse supervisor is informed of an incoming shipment until the shipping clerk approves a load to leave. Emphasize to the student that careers which are involved more than once, such as the materials handler or warehouse supervisor, are identified only the first time in the spiral puzzle.

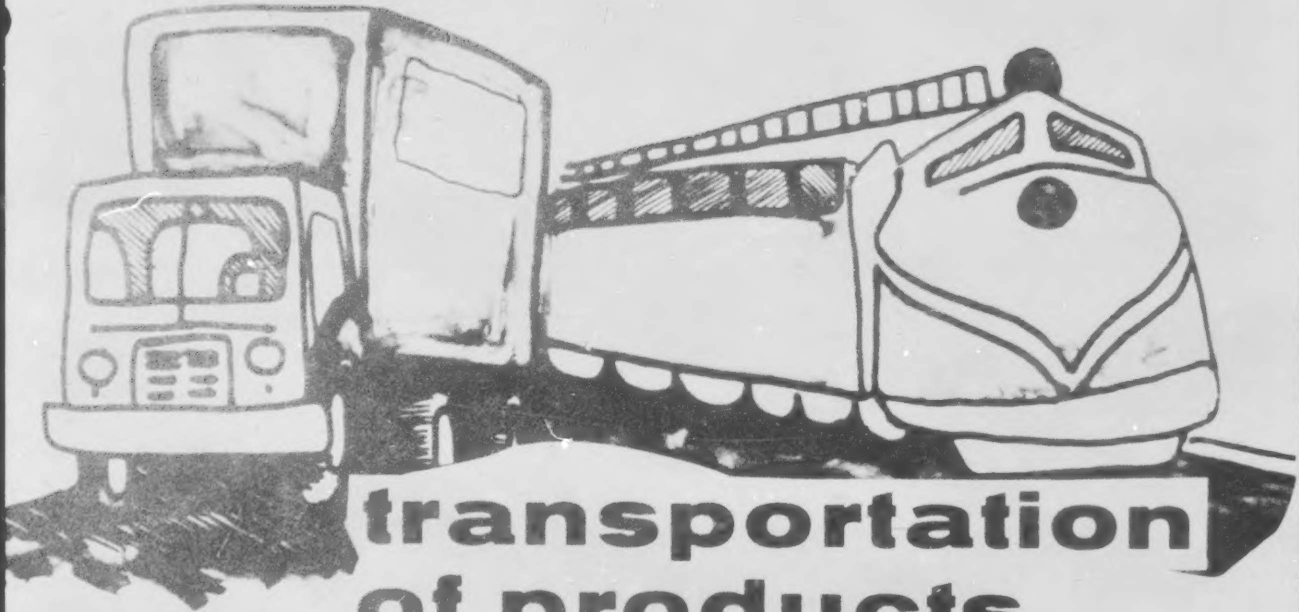
   When the student has completed the puzzle, discuss the order in which the storage career personnel take part in the receiving, stocking, and shipping of merchandise. Explain to him that sometimes employees serve in two or more job capacities, but that all functions must still be performed if the services or responsibilities are needed.

2. Have the student develop a bulletin board or poster showing the storage personnel that would be involved in the receiving, marking, stocking, and shipping of a line of merchandise. Tell the student to select a product of interest to him that would be stored in a large warehouse. Ask him to show all twelve storage careers in the order that they would complete their job functions by using arrows or some other visual means.

   Supply the student with the necessary supplies and materials. If possible, get an assortment of business or trade journals which might have pictures of warehouses scenes that the student might use to show the process in action. Review order of the career involvement with him.

Special Media

1. *Careerrs Briefs,* Careers Publications
2. *Careers* Booklets, Institute of Research
3. *Dictionary of Occupational Titles*
4. *Encyclopedia of Careers and Vocational Guidance*
5. *Handbook of Job Facts*
6. *Occupational Briefs,* Chronicle Guidance
7. *Occupational Guidance,* Science Research Associates
8. *Projects Loom Units,* Florida State University
9. *Widening Occupational Roles Work Briefs*



transportation of products

TRANSPORTATION OF PRODUCTS AND PEOPLE

Competency

Understanding of the five major methods of transportation and the variety of marketing opportunities available in the transportation industry.

Objectives

1. Given the five major methods of transportation, the student will identify two marketing careers for each of the five methods with 80% accuracy. (knowledge)

2. Given job descriptions of ten transportation careers, the student will give the correct job title and the transportation industry in which that career is found with 80% accuracy. (comprehension)

Concepts

1. Transportation provides the service of physically moving property and people from one location to another.

2. Five major methods of transportation people or property may be used:
   a. *Air Carriers*—passenger airlines, cargo aircraft
   b. *Waterways*—leisure liners, barges, freighters, tankers
   c. *Highways*—buses, delivery trucks, tractor trailers, moving vans
   d. *Railroad*—commuters, passenger trains, freight trains
   e. *Pipeline*—liquids such as water, oil, grain, chemicals, gas

3. Businesses within the transportation industry offer many varied marketing career opportunities:
   a. *Airlines*—airline stewardess, flight control specialist, attendant, cargo agent, flight superintendent, airline dispatcher
   b. *Waterways*—waterway traffic checker, longshoreman, dock boss, importing clerk, exporter manager, baggagemaster, purser, steward
   c. *Highways*—motor dispatcher, routeman, rate clerk, bus tracer, claims adviser, baggageman, taxicab driver, limousine router
   d. *Railroad*—conductor, stationmaster, porter
   e. *Pipeline*—pumping station operator, dealer recruiter, field supervisor (oil); meter reader, water dispatcher, watermaster (water)

4. Many marketing service businesses depend to some extent upon the transportation industry for their success:
   a. Travel agencies and tour guide services

   b. Entertainment and amusement attractions
   c. Lodging and eating accommodations
   d. Novelty, gift, and personal service stores

5. The transportation industry is a vital link maintaining our highly complex standard of living with constant movement of people and products.

Equipment

1. Overhead projector, bulletin board, chalkboard
2. Filmstrip projector and 16mm film projector
3. Reel or cassette tape recorder and record player

Materials

1. Films: "Careers in Transportation," University of South Carolina
   "How to Succeed Without Really Flying," Federal Aviation Admin.
   "Is a Railroad Career For You?" AIMS Media Service
2. Filmstrips: "Airport Service" Series, Educational Development Corp.
   "Airport Travel" Series, Colonial Films, Inc.
   "Careers in Transportation," Pathescope Educational Films
   "Transportation: An Ocean Port" Series, Ed. Development
   "Transportation: Our Railroads" Series, Ed. Development
3. Cassette Tapes: "Careers Unlimited–Transportation," Classroom Productions
4. Booklets: *Going Places in Oil,* American Petroleum Institute
   Job Experience Kit: Truck Driver, Science Research Associates
   Marketing Careers in the Jet Age, Chronicle Guidance
   Ned the Taxicab Driver, Webster/McGraw-Hill Company
   On the Road With the Trucker, Chronicle Guidance
   Opportunities With Texaco, Texaco Oil
   Opportunities in the Trucking Industry, American Truckers
5. *Career Opportunities,* "Traffic Manager," New York Life Insurance
6. *Career Opportunities: Marketing, Business, and Office Specialists*
7. *Dictionary of Occupational Titles,* Volumes I and II
8. *Encyclopedia of Careers and Vocational Guidance,* Volume I
9. *Handbook of Job Facts,* Science Research Associates
10. *Occupational Outlook Handbook,* Transportation," U. S. Dept. of Labor
11. *Occupations and Careers,* "Exploring the Occupational World"
12. *Working in the Transportation Industry,* Fairchild Publications
13. *Career World,* "Air Transportation," December 1973
    "Airline Flight Attendants," December 1973
14. *Finding Your Job,* Finney Company

15. *Occupational Briefs,* Science Research Associates
16. *Occupational Guidance Briefs,* Chronicle Guidance Publications, Inc.
17. *Occupational Guidance* Booklets, Finney Company
18. *Popeye and Careers in Transportation,* King Features
19. *Project Loom Units,* Florida State University
20. *Widening Occupational Roles Work Briefs,* Science Research Associates

Supplies

1. Posterboard, construction paper, white paper
2. Rulers, scissors, glue, crayons, colored pencils, magic markers

Special Resources

1. Student Handouts #39-44
2. Commercial game: "Money Card" by American Express Company

THE TRANSPORTATION SURVEY – KEY

1. Any two of the following careers may be given for each method.

   Airlines–airline stewardess, flight control specialist, crew scheduler, ticket agent, ramp attendant, reservationist, cargo agent, schedules analyst, flight dispatcher

   Waterways–waterway traffic checker, longeshoreman, dock boss, importing clerk, exporter manager, baggagemaster, purser, steward

   Highways–motor dispatcher, routeman, rate clerk, bus tracer, claims adviser, baggageman, taxicab driver, limousine router

   Railroad–conductor, stationmaster, porter, brakeman, motorman, callboy, scaler, yardmaster

   Pipeline–pumping station operator, dealer recruiter, field supervisor (oil); meter reader, water dispatcher, watermaster (water)

The student will have demonstrated satisfactory knowledge for objective #1 if he receives a score of 8 or 80% accuracy on this test item.

2.

	Career	*Industry*		*Career*	*Industry*
1.	Watermaster	Pipeline	6.	Bus Tracer	Highway
2.	Ramp Attendant	Airline	7.	Export Manager	Waterway
3.	Conductor	Railroad	8.	Stationmaster	Railroad
4.	Ship Steward	Waterway	9.	Stewardess	Airline
5.	Baggageman	Highway	10.	Dealer Recruiter	Pipeline

If the student achieves 80% accuracy or a score of 16 correct answers on this evaluation item, he will have shown acceptable proficiency for objective #2.

THE TRANSPORTATION SCENE – KEY

1. Any two of the following careers may be given for each method.

   Airlines—airline stewardess, flight control specialist, ramp attendant, cargo agent, flight superintendent, crew scheduler, reservationist, ticket agent, schedules analyst

   Waterways—waterway traffic checker, longeshoreman, dock boss, importing clerk, exporter manager, baggagemaster, purser, steward

   Highways—motor dispatcher, routeman, rate clerk, bus tracer, claims adviser, baggageman, taxicab driver, limousine router

   Railroad—conductor, stationmaster, porter, yardmaster, scaler, callboy, motorman, brakeman

   Pipeline—pumping station operator, dealer recruiter, field supervisor (oil); meter reader, water dispatcher, watermaster, gager, services assistant (water)

Eight correct answers for 80% accuracy will satisfy objective #1.

2.

	Career	*Industry*		*Career*	*Industry*
1.	Watermaster	Pipeline	6.	Dealer Recruiter	Pipeline
2.	Conductor	Railroad	7.	Stationmaster	Railroad
3.	Baggageman	Highway	8.	Bus Tracer	Highway
4.	Export Manager	Waterway	9.	Ship Steward	Waterway
5.	Stewardess	Airline	10.	Ramp Attendant	Airline

If the student answers 16 items correctly for 80% accuracy, he will have demonstrated acceptable performance for objective #2.

LEARNING ACTIVITIES

UNIT TITLE *Transportation of Products and People* UNIT # *7* OBJECTIVE # *1*

Group

1. Draw a hangman's noose on the chalkboard or overhead projector. To the left of it place enough blank lines to represent the word transportation.

Explain to the students that they are going to learn about an interesting marketing career area that is involved with moving people or property, as you have two teams alternate guessing the letters. Remember that letters correctly guessed are written in the appropriate blanks and those incorrectly identified are written below the line. The team who guesses the word before the ten parts of a man are drawn wins the game.

Ask students what kinds of transportation there are. Develop a discussion about the five methods of transportation—airlines, highways, pipelines, railroads, and waterways. Invite suggestions of examples of these transportation carriers. Highways, for example, include delivery vans, buses, tractor-trailers, and moving vans, and pipelines transport such things as water, oil, gas, and grain.

Divide the class into five groups and assign each group one of the five methods. Have each group investigate the careers which may be found in that transportation industry and types of products and services that are performed. Provide the following materials in the classroom: *Dictionary of Occupational Titles, Encyclopedia of Careers and Vocational Guidance, Handbook of Job Facts,* and the *Occupational Outlook Handbook.* Obtain any of the other materials listed under "Special Media" on the following page that you can. Alternate letting students go to the library.

Ask the students in each group to present their information to the entire class in any manner they wish, such as a panel discussion, demonstration, bulletin board, poster, or display. Explain to each group that the only requirement is to cover the topics and provide some visual showing of the careers involved in that transportation method.

2. Provide each student a copy of the Student Handout #39: "Transportation Trace." Explain to students that each of the designated products must be transported from the natural producer to the processor or converter. The goods must then be sent to a central distributor or wholesaler. From this point the goods must go to a local retailer within 50 miles. The retail outlet must then deliver it to the consumer or user. The student may wish to use a marketing service industry as a user serving the consumer. In this case, the retailer would most likely be eliminated.

Group

1. Each of the products has been given a starting point for the original or natural producer. Supply the students wtih five different colored pencils, crayons, or felt tip pens. Have each color represent a different mode of transportation. Explain to students that they may choose the cities in which the processing or converting producers, wholesalers or distributors, and retailers or marketing service industries are located. After he selects the cities for each product, have him take the various colored pencils and trace the methods of transportation which would be used to get between the designated points.

   When the student has completed his transportation trace on the map, ask him to select one of the products and identify the transportation careers which would be involved throughout the channels of distribution for that particular product. Have him list these in the spaces provided on the handout. Display these around the room and have students review them. Have various students explain the products and methods of transportation they selected and the careers that were involved in each situation. Then review the five methods and the careers found within each of them.

Individual

1. Give the student a copy of the Student Handout #40: "Transportation Probe" and give him about twenty minutes to complete the word search puzzle. When he has finished, discuss the five methods of transportation that were identified within the handout. Ask him what some examples of each would be, such as leisure liners and tankers for the waterway method. Review the transportation careers and where these people are employed.

2. Distribute the Student Handout #41: "Transportation Through the Channels" to the learner. When he has completed the chart, ask the student to identify how many transportation careers he can think of for each of the methods he has used. After the student has listed all those he can think of on the back of his sheet, review the five methods of transportation with him and explain the various career opportunities available to him or her.

Special Media

1. *Career World,* "Air Transportation," December 1973
   "Airline Flight Attendants," December 1973

2. *Finding Your Job,* Finney Company

   Airlines Porter
   Airport Line Boy
   Dockman
   House Mover's Helper
   Moving Van Loader
   Redcap
   Room Steward
   Tray Packer, Airline

3. *Occupational Briefs,* Science Research Associates

   - Airline Stewardesses-
   - Airline Traffic Agents
   - Airline Traffic Clerks
   - Drivers, Long-Distance
   - Import and Export Workers
   - Service Representatives, Utilities
   - Traffic Manager
   - Travel Agency Workers

4. *Occupational Guidance Briefs,* Chronicle Guidance Publications, Inc.

   - Gas Distribution Occupation
   - Railroad Transportation Industry
   - Recreation Leader (Director)
   - Taxicab Driver
   - Ticket Agent
   - Traffic Manager
   - Travel Counselor
   - Truck Driver

5. *Occupational Guidance* Booklets, Finney Company

   - Air Traffic Controller
   - Air Freight Handler
   - Airline Reservationist
   - Airline Station Agent
   - Airline Stewardess
   - Bus Driver
   - Claims Adjuster
   - Customs Inspector
   - Dispatcher, Freight
   - Driver, Delivery Service
   - Freight Solicitor
   - Importer
   - Industrial Traffic Manager
   - Moving Van Driver
   - Purser, Ship's
   - Railroad Conductor
   - Railroad Industrial Agent
   - Railroad Station Agent
   - Rate Clerk
   - Recreational Services Director
   - Taxicab Dispatcher
   - Taxicab Driver
   - Tourist Guide
   - Traffic Manager
   - Train Dispatcher
   - Travel Agent

6. *Popeye and Careers in Transportation,* King Features

7. *Project Loom Units,* Florida State University

   - Airline Stewardess
   - Truck Driver
   - Air Traffic Controller
   - Taxicab Driver

8. *Widening Occupational Roles Work Briefs,* Science Research Associates

   - Air Traffic Controllers
   - Airline Dispatchers
   - Airline Stewardesses
   - Airline Ticket Agents
   - Airport Manager
   - Truck Drivers, Long-Distance
   - Bus Drivers, Long-Distance
   - Bus Drivers, Local
   - Taxi Drivers
   - Traffic Managers
   - Travel Agents

LEARNING ACTIVITIES

UNIT TITLE *Transportation of Products and People* UNIT # *7* OBJECTIVE # *2*

Group

1. After you have covered basic information concerning the transportation careers and their job descriptions, as found in Student Handout #43: "Transportation: Getting It There!", explain the directions of the game activity, "Transportation Twirl" of Student Handout #42. If possible, give each student a copy of the information.

   Assign the questions in advance, so that you may review and edit them. If possible, have them typed on a bulletin typewriter or a typewriter with an orator element, and make transparencies of them. Ask students to make up the final questions on the five sets of game cards. If you can, put each transportation method's career questions on a different colored piece of paper. Then play the game as directed.

2. Assign each student a transportation career to investigate. Ask the student to develop a character sketch of his career person. Have him explore the opportunities in the community or nearby cities. Have him interview if possible, in person or on the telephone, people who are employees in the occupation.

   When he has completed the project, ask him to display a one page information sheet in the room. Have the students review all of the class' projects. Review with them the major transportation jobs available and the responsibilities or duties of each position.

   Ask each student to prepare two job descriptive sentences for his career. When all of the students have completed descriptions, explain to the students that they will participate in a transportation activity. Provide some reward for the student who earns the most points, such as exempting the quiz or receiving a stick of gum.

   Collect all of the job descriptions from the students, making sure that they have identified the career title on each description card. Read the job descriptions and let students guess the correct career title. Having two of each job description will help to reinforce the information as well as retain the attention of the students. The student who identifies the most careers is declared the "Career Specialist."

Individual

1. Give the learner a copy of the information sheet Student Handout #43: "Transportation: Getting It There!" Give the student about fifteen minutes to study the career information. Review the transportation careers with him, emphasizing the job descriptions and giving him examples of people and places in your area of the state.

2. Review the various transportation careers and their responsibilities with the student and give him the Student Handout #44: "Transportation Thinkers." Each of the

situations includes the job title and job description of certain key transportation careers in all five methods of transportation. When the student has completed the handout, review his answers with him. If other students are given this sheet, it would make an excellent lead-in for a group discussion.

Special Media

1. Films: "Careers in Transportation," University of South Carolina
   "How to Succeed Without Really Flying," Federal Aviation Admin.
   "Is a Railroad Career For You?" AIMS Media Service
2. Filmstrips: "Airport Service" Series, Educational Development Corp.
   "Airport Travel" Series, Colonial Films, Inc.
   "Careers in Transportation," Pathescope Educational Films
   "Transportation: An Ocean Port" Series, Ed. Development
   "Transportation: Our Railroads" Series, Ed. Development
3. Tape: "Careers Unlimited–Transportation," Classroom Productsion
4. Booklets: *Going Places in Oil,* American Petroleum Institute
   Job Experience Kit: Truck Driver, Science Research Assoc.
   Marketing Careers in the Jet Age, Chronicle Guidance
   Ned the Taxicab Driver, Webster/McGraw-Hill Company
   On the Road With the Trucker, Chronicle Guidance
   Opportunities With Texaco, Texaco Oil
   Opportunities in the Trucking Industry, American Truckers
5. *Career Opportunities,* "Traffic Manager," New York Life Insurance
6. *Career Opportunities: Marketing, Business, and Office Specialists*
7. *Dictionary of Occupational Titles,* Volumes I and II
8. *Encyclopedia of Careers and Vocational Guidance,* Volume I, "Air Transportation," "Bus Industry," "Marine Transportation," "Natural Gas Industry," "Petroleum Industry," "Railroad Transportation" and "Truck Transportation"
9. *Handbook of Job Facts,* Science Research Associates
10. *Occupational Outlook Handbook,* "Transportation," U. S. Dept. of Labor
11. *Occupations and Careers,* "Exploring the Occupational World"
12. *Working in the Transportation Industry,* Fairchild Publications

financing marketing activities

SAVINGS
TELLER

FINANCING MARKETING ACTIVITIES

Competency

Awareness of the many finance career opportunities available in financial institutions and other businesses throughout the marketing process.

Objectives

1. Given eight kinds of businesses, the student will list three financial careers available within each of these businesses with 75% accuracy. (knowledge)

2. Given fifteen financial job descriptions, the student will supply the appropriate career title for each description with 80% accuracy. (comprehension)

Concepts

1. Finance involves the supplying of funds necessary for the performance of marketing functions by a business or organization, as well as for purchases of goods and services by consumers.

2. The following marketing service industries specialize in finance:
    a. Banks—commercial, savings, savings and loan, credit unions
    b. Finance companies—consumer and sales
    c. Stock Exchange and Brokerage Firms
    d. Mortgage, Insurance, and Investment Companies

3. All businesses and organizations engage in some financial activities. Some of the types of businesses which are involved in numerous finance activities either to fund their purchases or extend credit to their customers are:
    a. *Retail Stores*—department, variety, discount, specialty, etc.
    b. *Wholesalers*—jobbers, distributors, general wholesalers, etc.
    c. *Marketing Services*—hotels, restaurants, transportation, etc.
    d. *Producers*—manufacturers, refineries, farmers, fishing fleets

4. Finance includes many services offered to consumers and businesses:
    a. *Loans*—long and short, personal and commercial
    b. *Checking*—regular and special, personal and business
    c. *Savings*—passbook and certificates
    d. *Investments*—stocks, bonds, land
    e. *Trusts, Estates, Wills*
    f. *Safekeeping of valuables*
    g. *Credit purchases*—installment, open, revolving

5. Although there are many finance careers available, the following are ones which are more frequently found in the following kinds of businesses. Some of the jobs listed occur in more than one business. For example, a credit interviewer might be found in any business that extends credit for loans or purchases.

   Commercial Bank

   President
   Cashier
   Teller
   Loan Officer
   Trust Officer

   Stock Exchange

   Securities Salesman
   Financial Analyst
   Securities Broker
   Floor Rep (Broker's)

   General Wholesaler

   Credit Manager
   Credit Checker
   Claims Adjuster
   Collection Agent

   Real Estate

   Real Estate Agent
   Real Estate Appraiser
   Real Estate Closer
   Rental Agent

   Finance Company

   Credit Interviewer
   Credit Investigator
   Finance Manager
   Credit Collector
   Repossessor

   Department Store

   Credit and Control Manager
   Charge Authorizer
   Credit Clerk
   Customer Service Advisor

   Credit Union

   Loan Officer
   Credit Interviewer
   Credit Authorizer
   Account Collector

   Car Manufacturer

   Financial Economist
   Controller
   Claims Clerk
   Treasurer

6. Although insurance is often regarded as a financial institution, the careers in insurance are not included since the business primarily centers around protection and risks. Careers in insurance will be discussed in the following unit, "Risks in Marketing."

7. Although many financial career personnel in various businesses may perform similar tasks, some of the career titles will vary. A good example of this would be an authorizer. If the person works for a retailer, marketing service industry, or wholesaler, his job title is a Charge Authorizer. If he works for a financial institution, he would be known as a credit authorizer. The manager may be a credit manager, credit and control manager, finance manager, or president.

Equipment

1. Filmstrip projector, 16mm film projector, slide projector
2. Cassette tape recorder, record player, peg board
3. Overhead projector, bulletin board, chalkboard

Materials

1. Films: "Bread" "Banking in Action" "Step Into Banking"
   "Is a Career in Banking For You?" "Your Town"
   "Is a Career in Finance, Insurance, or Real Estate for you?"
   "Twenty-Four Hours in the Life of a Check"
   "The Lady and the Stock Exchange"
   "The One Man Band That Went to Wall Street"
2. Filmstrips: "Just a Teller" "The Financial Market"
3. Cassette Tapes: Career Development Series, Imperial Films
   "Banker" "Realtor" "Stockbroker"
4. *Careers Briefs,* Careers Publications, Inc.
5. *Career Opportunities: Marketing, Business, and Office Specialists*
6. *Dictionary of Occupational Titles,* Volume I
7. *Encyclopedia of Careers and Vocational Guidance,* Volume I
8. *Handbook of Job Facts,* Science Research Associates
9. *Job Experience Kit: Motel Manager,* Science Research Associates
10. *Occupational Briefs,* Science Research Associates
11. *Occupational Guidance Booklets,* Finney Company
12. *Occupational Outlook Handbook,* U. S. Department of Labor
13. *Widening Occupational Roles Work Briefs,* Science Research Associates

Supplies

1. Construction paper, posterboard, white paper, transparency masters
2. Glue, tape, scissors, rulers, magic markers

Special Resources

1. Student Handouts #45-50
2. Commercial Games: "Bazaar" "Easy Money" "Monopoly" "Venture"

THE FINANCE SCENE – KEY

1. Any three answers under each heading are acceptable:

Commercial Bank

President
Cashier
Teller
Loan Officer
Trust Officer

Stock Exchange

Securities Salesman
Financial Analyst
Securities Broker
Floor Rep (Broker's)

General Wholesaler

Credit Manager
Credit Checker
Claims Adjuster
Collection Agent

Real Estate

Real Estate Agent
Real Estate Appraiser
Real Estate Closer
Rental Agent

Finance Company

Credit Interviewer
Credit Investigator
Finance Manager
Credit Collector
Repossessor

Department Store

Credit and Control Manager
Charge Authorizer
Credit Clerk
Customer Service Advisor

Credit Union

Loan Officer
Credit Interviewer
Credit Authorizer
Account Collector

Car Manufacturer

Financial Economist
Controller
Claims Clerk
Treasurer

The student will have exhibited sufficient knowledge for objective #1 if he attains a score of 18 correct answers, or 75% accuracy on this measurement item.

THE FINANCE SCENE – KEY

2.

1. Credit Authorizer
2. Floor Representative
3. Teller
4. Charge Authorizer
5. Securities Broker
6. President
7. Credit Interviewer
8. Trust-Vault Clerk
9. Real Estate Appraiser
10. Credit Manager
11. Controller
12. Real Estate Closer
13. Credit Investigator
14. Loan Officer
15. Real Estate Agent

NOTE: If the student gives 12 correct career titles on this test item for 80% accuracy, he will have achieved acceptable proficiency for objective #2.

THE FINANCE SURVEY – KEY

1. Any three answers under each heading are acceptable:

Commercial Bank

President
Cashier
Teller
Loan Officer
Trust Officer

Stock Exchange

Securities Salesman
Financial Analyst
Securities Broker
Floor Rep (Broker's)

General Wholesaler

Credit Manager
Credit Checker
Claims Adjuster
Collection Agent

Real Estate

Real Estate Agent
Real Estate Appraiser
Real Estate Closer
Rental Agent

Finance Company

Credit Interviewer
Credit Investigator
Finance Manager
Credit Collector
Repossessor

Department Store

Credit and Control Manager
Charge Authorizer
Credit Clerk
Customer Service Advisor

Credit Union

Loan Officer
Credit Interviewer
Credit Authorizer
Account Collector

Car Manufacturer

Financial Economist
Controller
Claims Clerk
Treasurer

The student will have exhibited sufficient knowledge for objective #1 if he attains a score of 18 correct answers, or 75% accuracy on this measurement item.

THE FINANCE SURVEY – KEY

2.

1. Real Estate Agent
2. Loan Officer
3. Credit Investigator
4. Real Estate Closer
5. Controller
6. Credit Manager
7. Real Estate Appraiser
8. Trust-Vault Clerk
9. Credit Interviewer
10. President
11. Securities Broker
12. Charge Authorizer
13. Teller
14. Floor Representative
15. Credit Authorizer

NOTE: If the student gives 12 correct career titles on this test item for 80% accuracy, he will have achieved acceptable proficiency for objective #2.

LEARNING ACTIVITIES

UNIT TITLE *Financing Marketing Activities* UNIT # *8* OBJECTIVE #*1*

Group

1. Ask the students what are some different ways in which they could invest or borrow money. Discuss the financial institutions of banking, including commercial banks, savings banks, savings and loans associations, and the credit unions. Cover the other kinds of financial institutions which serve consumers and businessmen namely, finance companies, real estate agencies, mortgage investment companies, and stock exchange.

   Ask students to explain the differences among these institutions. Include a discussion about the marketing services which each provides from the following possibilities: loans, investments or savings, checking, trusts, safekeeping of valuables. Write each of the types of financial businesses on the chalkboard and draw columns under them. Select different students to go to the board and write the kinds of services that business offers. Review these with the group.

   Have another group of students come to the board. Let each of them pick one of the financial businesses. Ask the students to write the career titles of any jobs they think might be found in those businesses. After a couple of minutes, have students in their seats review the careers that have been listed. Include any others which the students have not mentioned, so that all careers on the test items have been covered. Incorporate into the discussion the financial roles which other businesses play in dealing with other businesses and consumers. Emphasize the financial careers in retail, wholesale, manufacturing, and marketing service businesses.

2. Divide the class into eight groups. Assign each group one of the following areas, so that each group has a different subject: banking, real estate, finance companies, stock exchange, retailer, wholesaler, manufacturer, and marketing services. Ask each group to compile a list of the possible careers which could be found in a business of that category.

   Have each group prepare a short skit in which the students assume the various roles. A student may assume more than one role to cover them. Allow each group approximately fifteen minutes to practice their skits. Provide them, if possible, with some materials of that kind of business. Some samples might include: checks, deposit forms, loan and credit applications, rental agreements, deed, stock certificate, layaway and charge slips, invoices, purchase order, credit cards, etc.

   Have each group present its skit. Ask the rest of the class to identify the kind of business in which these career people are employed. Invite any other career titles which were not portrayed. Follow the same procedure for each. Emphasize that some of the businesses have similar activities performed, although the career titles may be slightly different.

Individual

1. Distribute Student Handout #45: "Marketing Careers in Finance" to the learner and ask him if he can guess the kinds of businesses which should be written on the line above each group of career titles. Give him ten minutes to make his decisions.

   When he is finished, ask him what the word finance means to him. Relate the term to him personally, such as funds for him to go to the movies or buy a record. Review the kinds of financial institutions with him and the marketing careers found within them. Discuss the role of finance in other businesses—retailers, wholesalers, marketing services, producers.

   Ask the student what kinds of financial services consumers or businesses can obtain at a financial institution or other businesses. Include the major services of the different kinds of banks, real estate agencies, credit unions, finance companies, stock exchanges and brokerage firms. Also, cover the financial services of the retail, wholesale, manufacturing, and marketing services industries.

2. Give the student a copy of Student Handout #46: "Finance Careers in Business" to complete. Explain to the student that he has a list of marketing careers in finance which are found in various financial institutions and other marketing businesses. He must decide under which column heading the career title may go. Advise him that there are a few which may be written under more than one column.

   When the student has completed the handout, discuss the careers and businesses with him. Explain that some career titles and job functions are similar, but the slight difference in title indicates the different kind of business, such as the credit authorizer and the charge authorizer. Discuss the various financial services and activities which take place in the different kinds of financial institutions and other marketing businesses.

   If possible, have the student visit a commercial bank, a real estate agency, a stock exchange office, and a finance company. Let him collect samples of forms used by the different institutions and prepare a bulletin board named "Forms in Financial Careers of Marketing" or something comparable. Have the student identify financial careers around the forms to show the relationship between the forms and careers.

Special Media

1. Films: "Bread" "Banking in Action" "Step Into Banking"
   "Is a Career in Banking For You?" "Your Town"
   "Is a Career in Finance, Insurance, or Real Estate For You?"
   "Twenty-Four Hours in the Life of a Check"
   "The Lady and the Stock Exchange"
   "The One Man Band That Went to Wall Street"
2. Filmstrips: "Just a Teller" "The Financial Market"

3. Cassette Tapes: Career Development Series, Imperial Films
   "Banker" "Realtor" "Stockbroker"
4. *Careers Briefs,* Careers Publications, Inc.
5. *Career Opportunities: Marketing, Business, and Office Specialists*

LEARNING ACTIVITIES

UNIT TITLE *Financing Marketing Activities* UNIT # *8* OBJECTIVE # *2*

Group

1. After you have covered the information in Student Handout #49 concerning the job duties of marketing career personnel in finance, explain the game activity "Jeopardy" of Student Handout #47 or give each student a copy. Designate the following five categories for the quiz show activity:

   Banking *Credit Unions* *Finance Companies* *Stock Exchange* *Other*

   As indicated in the quiz show directions, have each student prepare three questions for each of the categories. Other would include finance careers in manufacturing, wholesaling, retailing, and other marketing services than the ones identified as financial. Have the authorities edit the questions. Review these and have them typed on a bulletin typewriter or a typewriter with an orator element, so that the questions may be projected on an overhead or opaque projector.

   If possible, obtain a peg board in which you could arrange twenty-five hooks for each of the questions. If not, you may use a bulletin board, a chalkboard, or the overhead projector to show the gameboard. If you use a peg board or a bulletin board, have students make question cards large enough to be read, so that the students can read them as well as hear the moderator read them.

   If you are using the activity with more than ten students, it is suggested that you involve a team of three students each for the quiz show. Plan and implement the game activity as explained in the directions.

2. Explain the rules of the "Finance Football" game activity or distribute a copy of the Student Handout #48 to each of the students. Have each student prepare two sets of questions with each set containing six questions. Explain to the students that each set should be on an area of finance, such as real estate or banking. Tell the students that five of them in each set should vary in difficulty. Have him indicate the easiest question with a "10" and the most difficult question with a "50" as explained under preparation. The sixth card, a "bonus" card, should be of moderate difficulty and identified on the student's paper with a "1."

   Be certain that questions are submitted for each career area of finance. You may wish to ask for volunteers in the different categories. Edit the questions and have them typed or written on cards or slips of paper. If possible, use six different colors to differentiate the varying yardage attempts and the touchdown point. Play the game as directed.

Individual

1. Give the Student a copy of the Student Handout #49: "Financial Specialists in

Marketing." Ask the student to read the information handout and see if he can identify the businesses in which these personnel would be working. After the student has completed the handout, review the finance careers with him, emphasizing the kinds of businesses in which each is employed and brief job descriptions of each career.

Tell the student you want to find out what students know about Marketing Careers in Finance. Have him prepare a simple one page questionnaire concerning the financial services, businesses, and careers. He might ask students questions relating to career opportunities, advancement possibilities, educational requirements, advantages and disadvantages of the careers.

When he has completed his survey, have him prepare a visual display on a poster or bulletin board showing the survey results and conclusions. Ask him if he has any recommendations to make as a result of the survey.

2. Distribute the Student Handout #50: "Who's Who in Finance" to the learner. Explain to the student that these are fifteen of the careers he studied in Student Handout #49. Ask him to see how well he can do without the aid of the handout. When he has completed the fifteen career matchings, have him check his answers against his handout. Then review his responses to be certain he has the correct answers and to clarify any misunderstandings.

   Let the student develop a sales promotion campaign for finance careers in marketing. He may cover the entire field, or if he has a special interest, such as securities, he could promote that. Explain to the student that students in the school and community need to know more about financial careers and services. If possible, let him prepare a radio spot on a tape recorder, a television message on the video tape recorder, or a slide series of people and businesses in the community. Who knows, he just might get on radio or television.

   If time allows, have him prepare more than one sales promotion feature. He might make a miniature billboard to display around the school or distribute flyers (with administration's permission) to classmates. Assist in planning, organizing, and developing his sales promotion campaign.

Special Media

1. *Dictionary of Occupational Titles*, Volume I
2. *Encyclopedia of Careers and Vocational Guidance*, Volume I
3. *Handbook of Job Facts*, Science Research Associates
4. *Job Experoence Kit: Motel Manager* Science Research Associates
5. *Occupational Briefs*, Science Research Associates
6. *Occupational Guidance Booklets*, Finney Company
7. *Occupational Outlook Handbook*, U. S. Department of Labor
8. *Widening Occupational Roles Work Briefs*, Science Research Associates

risks involved in marketing

RISKS INVOLVED IN MARKETING

Competency

Awareness of the marketing careers in risk-bearing that are available in all businesses and industries throughout the channels of distribution.

Objectives

1. Given a list of twenty careers in marketing, the student will identify the twelve risk-bearing occupations with 75% accuracy. (knowledge)
2. Given ten job titles of risk-bearing occupations and their descriptions, the student will match each job title to its description with 80% accuracy. (comprehension)

Concepts

1. Marketing risks are the possibilities of financial loss to people or property by unforeseen or uncontrollable factors.
2. The factors which cause marketing risks may be grouped into three main categories or classes:
    a. *Market conditions*—changes in prices, consumer demand, competition
    b. *Human factors*—uncertain acts of dishonesty, illness, carelessness
    c. *Natural perils*—fire, disease, earthquakes, coldness, hurricanes
3. Two methods of minimizing marketing risks help to reduce the chances of financial losses to businesses, as well as to individuals:
    a. *Good management practices*—planning and implementing safety practices
    b. *Shift of losses to others*—purchasing insurance to cover losses
4. It is through the two methods of reducing financial losses that marketing career opportunities exist. Since risk is only one of management's job responsibilities, management positions other than those in risk-bearing will be covered in the last unit.
5. The primary industry which has its business operations centered around risk-bearing is the insurance industry. Marketing careers are found in life, health, social, property, and liability insurance. The most common ones found throughout the insurance industry are:
    a. *Branch or District Manager*—supervises and coordinates all activities for the company in that office or territory
    b. *Field Representative*—trains, advises, and inspects agents
    c. *Sales Agent*—sells policies and services customers for one company
    d. *Independent Agent*—sells insurance as an agent for several companies

e. *Insurance Broker*—represents the client in purchasing insurance from the company which best meets that customer's needs

f. *Underwriter*—studies risk information, decides if risk is to be accepted, and oversees policy issuance and premium calculations

g. *Policy Writer*—studies needs of the customer and issues policy

h. *Policy Checker*—reviews policy to see if it is complete and needs the needs of the customer

i. *Premium Clerk*—studies policy and risk factors to determine the correct classifications and calculates the premium

j. *Business Auditor*—visits and inspects businesses to check if the premium is correct for that business' type, size, location, etc.

k. *Claims Analyst*—checks life and health losses for payment

l. *Claims Adjuster*—checks property damages to see if the losses are covered and determines the amount of the reimbursement to insured

m. *Salvor*—sells or disposes of the damaged property after claims

6. Many insurance and risk opportunities are found in numerous businesses:

   a. *Risk Consultant*—provides business management and government officials with risk information for management decisions

   b. *Marine Insurance Specialist*—prepares insurance certificates on foreign trade shipments, processes insurance, fixes premium rates

   c. *Insurance Examiner*—inspects policies, procedures, and personnel of insurance companies for government agencies

   d. *Insurance Coordinator*—secures company insurance plans for firm

Equipment

1. Overhead projector, 16mm movie projector, filmstrip projector
2. Tape recorder and record player

Materials

1. Films: "For Some Must Watch," Business Education Films
   "World Wide Insurance Venture," Modern Talking Picture Service
2. Filmstrips: "Business of Keeping Promises," Audio-Visual Associates
   "Careers In Insurance," American Insurance Institute
   "Insurance Careers," Institute of Insurance
3. Booklets: "A Life Career," Institute of Insurance
   "Careers in Property and Liability Insurance," Insurance Information Institute
   "It's Up To You," Institute of Insurance
4. *Career Opportunities: Marketing, Business and Office Specialists*

5. *Career Opportunities,* New York Life Insurance Company
6. *"Career World,"* Vol. 1, No. 9, May 1973, "Surprising Scope in Insurance Careers"
7. *Dictionary of Occupational Titles*
8. *Encyclopedia of Careers and Vocational Guidance,* Volumes I and II
9. *Occupational Outlook Handbook,* U. S. Department of Labor
10. *Occupational Briefs,* Science Research Associates
11. *Occupational Guidance* Booklets, Finney Company
12. *Occupations and Careers,* Webster/McGraw-Hill Company
13. *Widening Occupational Roles Work Briefs,* Science Research Associates

Special Resources

1. Student Handouts #51-55
2. Commercial Game: Dealer's Choice

THE MARKETING RISK SCENE – KEY

1.

	Telephone Surveyor	R	Policy Writer
R	Marine Insurance Specialist		Merchandise Manager
R	Sales Agent	R	Claims Adjuster
	Display Manager		Real Estate Salesman
R	Field Representative	R	Premium Rate Clerk
	Ad Layout Man		Importer-Exporter
R	Underwriter	R	Salvor Agent
R	Independent Agent		Airline Stewardess
R	Insurance Broker	R	Claims Analyst
	Sales Promotion Director	R	Insurance Coordinator

A score of 9 correct answers or 75% accuracy will indicate satisfactory knowledge on this test item for objective #1.

2.

1. E
2. C
3. H
4. G
5. B
6. A
7. L
8. D
9. K
10. J

When the student correctly identifies 8 of the marketing risk careers on this evaluation instrument, he will have successfully completed objective #2.

THE MARKETING RISK SURVEY – KEY

1. The following twelve careers should be circled:

    1. Claims Analyst
    2. Salvor Agent
    3. Insurance Sales Agent
    4. Field Representative
    5. Premium Rate Clerk
    6. Insurance Broker
    7. Claims Adjuster
    8. Underwriter
    9. Insurance Examiner
    10. Independent Agent
    11. Policy Checker
    12. Insurance Coordinator

If the student correctly identifies 9 of the careers for 75% accuracy, he will have demonstrated adequate proficiency for objective #1.

2.

    1. A
    2. B
    3. H
    4. C
    5. E
    6. I
    7. J
    8. G
    9. K
    10. L

The student will have achieved acceptable performance on this evaluation item for objective #2 if he attains 8 correct answers for 80% accuracy.

LEARNING ACTIVITIES

UNIT TITLE *Risks Involed in Marketing* UNIT # *9* OBJECTIVE # *1*

Group

1. Begin the discussion in class by asking the question: "Have any of you ever taken a risk?" Create interaction among students about the kinds of risks that they have taken. Ask someone to explain what they mean by the word. Explain that it is the possibility of financial loss to persons or property. Relate how financial losses occur through accidents, deaths, etc. Ask students to explain how a risk can be avoided or reduced.

   Tell students that businesses assume risks, too. Ask them if they can think of any risks that businesses take. Include examples relating to nature (fire, hail), people (carelessness, dishonesty), and economic conditions (depression, inflation). Ask students how these risks are handled. Create a discussion evolving around safety precautions by good management policies and the purchase of insurance.

   Explain to the students that generally speaking, risk responsibilities are part of the management's duties, and that in this unit they will primarily explore marketing careers in insurance. Ask students if they can think of any careers in insurance. This should lead to the sales and/or independent agent and the claims adjuster. Relate other careers to these two jobs. Re-emphasize the careers and write them on the board or overhead projector.

2. Make an overhead transparency of Student Handout #51: "Risk Recall" and place it on the overhead projector. Reveal only one career at a time, letting students guess which marketing risk career in insurance it is. Follow the correct identification of the career with an explanation of what that person does in an insurance company or in connection with it.

   Continue through each of the marketing risk careers, showing one career at a time and following it with an explanation of that job function or description. To keep students interested, interject insurance stories by yourself or have students volunteer experiences or knowledge. Try to include as many business situations as possible, but relate the importance of insurance and the insurance personnel to the students and their lives.

   When you have completed this with the students, ask them to go home and find out if their families have insurance—personnel, professional, or business. Ask them to find out what kind it is, who sold it to them. Is it a group policy handled by an industrial or business insurance coordinator of the company or agency? Was it purchased from a main office sales agent? Was it obtained from an independent agent of the company, such as a State Farm representative in his own office? Was it gotten from an insurance broker who handles insurance for many companies? When the students return, review the information gathered, and relate these careers to the others in the field of insurance.

Individual

1. Distribute the Student Handout #51: "Risk Recall" to the student and have him complete the puzzle. When he has finished identifying the eighteen careers in insurance, give him several of the resources identified under Special Media below. Ask him to investigate each of the career titles and write a short explanation of each of them. Tell him that he may present the information in any manner he wishes—a short story, a poem, a poster, bulletin board, a monologue, etc. Review the information he gathers with him periodically to be certain he understands each career researched.

2. Ask the student to inventory his personal belongings at home using the Student Handout #52: "Personal Possessions Package." When the student returns to school, ask him to place a check next to the ten items of all those that he has listed that he would keep if he had to lose some of them. Have him place a check in the box in front of each item listed. Ask the student to explain why he selected those ten items from all those he had listed. He may do this orally or on paper.

   Explain to the student that when he is out on his own working, he can buy insurance to protect his financial investment in them, even if he does not own his house. Tell him that he could buy a renter's policy for a very small amount of money. Inform the student that he is going to assume he is out and working, and he is going to purchase a renter's policy to protect his personal belongings. Ask him to identify orally or in writing at least twelve insurance careers that would be involved from the time he applied for the policy and the time it was issued to him. Review these careers with him and discuss others that he has omitted.

Special Media

1. Films: "For Some Must Watch," Business Education Films
   "World Wide Insurance Venture," Modern Talking Picture Service
2. Filmstrips: "Business of Keeping Promises," Audio-Visual Associates
   "Careers In Insurance," American Insurance Institute
   "Insurance Careers," Institute of Insurance
3. Booklets: "A Life Career," Institute of Insurance
   "Careers in Property and Liability Insurance," Insurance Information Institute
   "It's Up To You," Institute of Insurance
4. *Career Opportunities: Marketing, Business, and Office Specialists*
5. *Career Opportunities,* New York Life Insurance Company, "Life Insurance"
6. *"Career World,"* Vol. 1, No. 9, May 1973, "Surprising Scope in Insurance Careers"
7. *Dictionary of Occupational Titles,* "Insurance" "Salesman" "Claims"
8. *Encyclopedia of Careers and Vocational Guidance,* Vol. I, "Insurance"

LEARNING ACTIVITIES

UNIT TITLE *Risks Involved in Marketing* UNIT # *9* OBJECTIVE # *2*

Group

1. Duplicate the career descriptions in Student Handout #53: "Investigating Risk Careers in Insurance" and cut them apart. Distribute one each to fifteen of the students. Have each of them study the clues and see if he can identify it. Tell him to keep it a secret if he knows it. Divide the rest of the class into two teams. If an extra student remains, have him serve as a scorekeeper.

   Explain to the students that each one of the fifteen students representing risk personalities in insurance will read one clue to his personality. A flip of the coin can determine the team who may go first. Then that team may collaborate to decide who that risk personality is. The team receives one guess. If they are correct, they receive 5 points. If they are not correct, the other team earns a chance to identify the career. If that team cannot identify the career either, the student holding that clue card has a chance to win five points by correctly identifying the risk career. Remember, the cards do not have the career titles on them. If he cannot answer, any of the other fourteen career personality students may try.

   If no one can identify the career on the first clue, repeat the procedure for another clue. If none of the students can identify it on the second clue, have that risk personality read all of the remaining clues. If a team or individual guesses the risk career on the first clue, 5 points are earned. If the career is identified on the second clue, 3 points are added to that team or person's score. If the risk personality is named on the third clue or set of clues, 1 point is earned.

   If no student can identify the risk career, review the information with the students and explain that career title and description. Notice from the above game situation that all students, individual as well as the team, have an opportunity to win the game. The winner could be named "the insurance agent of the day" or the "insurance team of the week."

2. Study the information in Student Handout #54: "Hollywood Squares" and give each student a copy of the directions if possible. Distribute a sheet for students to indicate whether they would prefer to serve as panelists (like Charlie Weaver), contestant (X or O), moderator (ask the questions), scorekeeper, judge, or authorities. Have ten students sign under the panelists column in case someone is absent that day.

   As indicated in the directions, have each student prepare ten questions—in this case, about insurance and insurance careers. Have the authorities review the questions, and submit their final copies to you. Type these, if possible, on a large bulletin typewriter or a typewriter with an orator element. Make transparencies of these questions, so they can be projected on the overhead screen as well as be read by the moderator.

Supply each of the nine panelists with the questions and answers. This is good reinforcement for them and provides them with the correct information to give the answer or "bluff" a contestant. If time allows, rotate students among the various positions, especially between contestants and panelists.

Individual

1. Give the learner a copy of the Student Handout #53: "Investigating Risk Careers in Insurance" and have him study the clues to identify the risk career that is explained. When he has completed studying the career clues and writing in the career title in the blank provided, review each of the careers with him, emphasizing how each is involved from the time a policy is initiated until the policy is issued.

   If possible, have the student visit a local insurance agency or office to observe the activities and talk to employees. When he returns ask him to present a review of his experience orally, in writing, or by some visual means. Perhaps, he might wish to tape his report on a tape recorder.

2. After the student has become familiar with risk careers in insurance and the job descriptions of each person, give him a copy of the Student Handout #55: "Risk Rewards." Explain to him that there are seventeen careers listed and seventeen allocations for Christmas bonuses. Remind him that some of the people are not salaried employees of the insurance company or actual company personnel, but that they serve the company by providing new clients.

   Be sure to explain to students that if there are any persons they do not think should get a bonus, they should leave that space blank and explain their reasoning on the back of the paper. If this should happen, then the student may wish to allocate that money to someone else. If so, this may also be included on the back with justification for the decision.

   When the student has finished assigning the bonuses, ask him to explain why he chose the people he did for: the high bonuses, the low bonuses, and the "middle of the roaders." Review the responsibilities of each and include those careers not on the list before the student is evaluated.

Special Media

1. *Occupational Outlook Handbook,* "Insurance Agents and Brokers"
2. *Occupational Briefs,* Science Research Associates
   "Insurance Adjusters" "Insurance Agents"
3. *Occupational Guidance Series,* Finney Company
   "Casualty Underwriter" "Fire Investigator"
   "Insurance Agent" "Insurance Auditor"
4. *Occupations and Careers,* "Sales Occupations"
5. *Widening Occupational Roles Work Briefs,* Science Research Associates
   "Insurance Agents" "Insurance Adjusters" "Insurance Clerks"

management decisions and policies

"MANAGEMENT: GETTING IT TOGETHER"

Competency

Understanding of the large number of opportunities available within the three major career levels of marketing managers and the basic functions they perform throughout the channels of distribution.

Objectives

1. Given twenty-four marketing careers, the student will identify the sixteen which are at the management level. (knowledge)

2. Given ten management situations, the student will give the correct management job title involved in each situation and distinguish the career level of that manager with 80% accuracy. (comprehension)

Concepts

1. Management is the process of coordinating all resources in order to achieve the goals set by a business or industry.

2. The marketing manager coordinates all business resources by planning, organizing, directing, and controlling all activities to meet the goals of the business or organization.

3. The activities which a marketing manager performs may be grouped into four major functional areas:
   a. *Planning* involves determining what procedures will accomplish the goals set for the business.
   b. *Organizing* includes deciding how the procedures can best be implemented to achieve success for the firm.
   c. *Directing* is the process of leading and guiding personnel within the business to reach the goals of the business.
   d. *Controlling* involves supervision of performance according to the established standards in order to meet the stated goals.

4. Management careers may be classified by one of three career levels:
   a. *Executives* are responsible for decisions coordinating all marketing activities within a business or organization.
   b. *Mid-Management* involves supervision of activities within a specific department or division of a business or industry.
   c. *Specialists* include highly trained, knowledgeable personnel who provide vital information directly to top management of a firm.

5. Examples of different management level careers are:
    a. *Executive*—corporation president, department store manager, innkeeper
    b. *Mid-Management*—sales manager, department manager, warehouse supervisor
    c. *Specialist*—marketing research analyst, buyer, fashion coordinator

Equipment

1. Overhead projector, 16mm film projector
2. Tape recorder, video tape recorder, record player

Materials

1. Films: "Management Improvement—It's Your Business"
   "Is a Career in Business Administration for You?"
   "Is a Career in Management for You?"
2. Filmstrips: "Careers in Business Administration"
3. Pamphlets: *Job Opportunities in Retailing,* J.C. Penney
   Merchandise Management Trainee
   Advertising and Display Supervisor
4. *Career Opportunities: Marketing, Business, and Office Specialists*
5. *Dictionary of Occupational Titles,* Volume I
6. *Encyclopedia of Careers and Vocational Guidance,* Volume I
7. *Handbook of Job Facts,* Science Research Associates
8. *Job Experience Kit: Motel Manager,* Science Research Associates
9. *Occupational Briefs,* Science Research Associates
10. *Occupational Guidance Booklets,* Finney Company
11. *Occupational Outlook Handbook,* U. S. Department of Labor
12. *Widening Occupational Roles Work Briefs,* Science Research Associates

Supplies

1. Cassette or reel tapes, video tape
2. Construction paper, posterboard, white paper

Special Resources

1. Student Handouts #56-60
2. Commercial Games: "Billionaire," Parker Brothers
   "Boss," Ideal Toy Corporation
   "Junior Executive," Whitman Company

THE MANAGEMENT SCENE – KEY

1. The following sixteen marketing careers should have been circled:

Innkeeper
Store Manager
Fashion Buyer
Publicity Director
Division Superintendent
Standards Analyst
Warehouse Supervisor
Magazine Editor
Executive Secretary
Stationmaster
Bank Cashier
Contract Administrator
Corporate President
Gift Shop Proprietor
Marketing Research Director
Grading Foreman

2. The following management careers and management levels should have been identified:

	Management Career	*Level*
1.	Innkeeper	E
2.	Retail Buyer	S
3.	Warehouse Supervisor	M
4.	Research Analyst	S
5.	Corporation President	E
6.	Fashion Coordinator	S
7.	Display Manager	M
8.	Economist	S
9.	Grading Foreman	M
10.	Stationmaster	E

If the student receives a score of 16 or 80% accuracy on the above evaluation item, he will have demonstrated acceptable proficiency for objective #2.

THE MANAGEMENT SURVEY – KEY

1. The following sixteen marketing careers should have an "X" beside them:

    - Corporate President
    - Dock Boss
    - Marketing Research Analyst
    - Florist
    - Business Broker
    - Newspaper Editor
    - Sales Promotion Director
    - Department Store Manager
    - Airport Superintendent
    - Terminal Supervisor
    - Association Administrator
    - Innkeeper
    - Bookmaster
    - Fashion Coordinator
    - Industrial Economist
    - Branch Office Foreman

2. The following management careers and management levels should have been identified:

Management Careers	*Management Levels*
1. Bank President	E
2. Florist	E
3. Department Manager	M
4. Wholesale Buyer	S
5. Dock Boss	M
6. Claims Adjuster	S
7. Airport Superintendent	E
8. Merchandise Manager	E
9. Advertising Layout Man	S
10. Field Representative	M

The student will achieve objective #2 by attaining a score of 16 correct answers or 80% accuracy on this test item.

LEARNING ACTIVITIES

UNIT TITLE *Management: "Getting It Together"* UNIT # *10* OBJECTIVE # *1*

Group

1. Divide the class into four groups, one each for producers, wholesalers, retailers, and marketing service industries. Ask each student to have a sheet of paper ready. Explain to the students that you first of all want them to work as individuals. Ask each of them to list as many management careers as they can for their group's area.

   After each individual student has compiled his list, have the groups gather together to compare lists and compile a master list of marketing management careers. Have each group select a reporter to relate that group's list of careers to the entire class. Ask students from the other groups to add any names to the list or make any corrections.

   Follow the same procedure for each of the groups. Add any names to each list which the students have not included. Ask students what is meant by the term management. Emphasize that it is the process of planning, organizing, directing, and controlling all personnel and activities to best meet the needs and goals of the business.

2. Give each student in the class a copy of the Student Handout #56: "Merchandise Management Decisions." Explain to the student that for each business or industry, he will assume the role of a manager to make the buying and selling decisions. Ask the student to think about the four management functions of planning, organizing, directing, and controlling while he is doing this.

   Allow the class about twenty minutes to complete the sheets, and then have students relate the answers they wrote. Ask students what management careers were involved in these decisions and activities. Write a list of the management careers identified on the chalkboard or the overhead projector.

   Ask students what other management careers they can think of that might be found in other kinds of businesses and add these career titles to those on the board or overhead projector. Include all of the careers identified in Student Handout #57.

Individual

1. Give the learner a copy of the Student Handout #57: "Marketing Management: Getting It Together." Have the student read the first three pages of handout. Discuss the definition of management, the major functions of management, and the management careers listed on the third sheet. Ask the student to study each of the career titles and decide what kind of business is indicated by that career title: a manufacturer, wholesaler, retailer, or marketing service industry. Have him place an M, W, R, or S next to each of them, and review his conclusions with him.

Give the learner a copy of the Student Handout #58: "Marketing Management Mobile" and have him assemble the mobile using string, nylon line, yarn, or thread. Tell the student that he may arrange the nine parts in any order, as long as he shows the marketing management term as the coordinator of the eight marketing functions.

On the back of each marketing function, have the student identify a management level position associated with that function. For example, the student might select: a merchandise manager for buying, a warehouse supervisor for storage, a quality control manager for standardization. On the back of the management term, have the student select an executive or top management position, such as a bank president, department store manager, or an executive secretary. Tell him he may include a simple illustration, picture, or design if he wishes. Have him use career titles found on the third page of the Student Handout #57.

Special Media

1. Films: "Management Improvement—It's Your Business"
   "Is a Career in Business Administration for You?"
   "Is a Career in Management for You?"
2. Filmstrips: "Careers in Business Administration"
3. Pamphlets: "Job Opportunities in Retailing," J.C. Penney
   Merchandise Management Trainee
   Advertising and Display Supervisor
4. *Career Opportunities: Marketing, Business, and Office Specialists*
5. *Dictionary of Occupational Titles,* Volume I
6. *Encyclopedia of Careers and Vocational Guidance,* Volume I, "Management"
7. *Handbook of Job Facts,* Science Research Associates
8. *Job Experience Kit: Motel Manager,* Science Research Associates
9. *Occupational Briefs,* Science Research Associates
10. *Occupational Guidance Booklets,* Finney Company
11. *Occupational Outlook Handbook,* "Managerial Occupations"
12. *Project Loom Units:*
    "Apartment Manager" "Department Store Buyer" "Fashion Buyer"
    "Gift Shop Owner/Manager" "Florist" "Jeweler" "Pet Shop Manager"
    "Restaurant Manager" "Fish Market Manager" "Service Station Operator"
13. *Widening Occupational Roles Work Briefs,* Science Research Associates

LEARNING ACTIVITIES

UNIT TITLE *Management: "Getting It Together"* UNIT # *10* OBJECTIVE # *2*

Group

1. After you have covered the material included in Student Handout #57, have each student select a management career of interest to him for each of the three management levels: executive, mid-management, and specialist. If possible, have students select career titles from the list contained in the above handout. Ask each student to select one of the following statements for each of his chosen careers, so that he has a different statement for each of them:

   I find it very easy to get along with all kinds of people.
   The quality of my written work is always very neat and accurate.
   I dress in a very neat and fashionable way.
   My self-control and confidence have been developed through perseverance.
   I have a great deal of imagination and creative ability.
   My educational background includes a four-year college degree.
   I have foresight in seeing what needs to be done.
   Paperwork at a desk is what I enjoy doing most.
   I have an outstanding speaking voice and vocabulary.
   My interest and enthusiasm have furthered my career.

   Explain to each student that you want them to write a character sketch of each of the three careers they have selected. Each of them should be written from the standpoint of the statement that was selected. When all of the students have completed their character sketches, have each student exchange sketches with another student. Let the students question each other. Rotate around the room and select some sketches for students to read. Have students identify the careers in the character sketches, the management level of the career, and a brief explanation of the job duties. Review some other career titles, descriptions, and management level classifications that were included in the Student Handout #57.

2. Study the directions in Student Handout #59: "Marketing Management Decisions Game" and give students copies of the Job Profile Cards to complete or develop them yourself. Provide the students with the printed directions or explain the game activity to them. Develop some additional timely questions to add to those given to you in the handout. Involve the students in the activity as described, reviewing career titles, job descriptions, and management levels throughout the activity.

Individual

1. Distribute the rest of Student Handout #57 to the student. Review the information

about the management career levels with him. Ask him to identify each of the listed marketing management careers as an executive, supervisor or mid-management, or specialist. Have the student write a situation in which ten of the management career personnel could be involved. Review these with the student. Have him answer the questions on the last page of the handout. The page has the title, "Marketing Management Questionnaire" on it.

2. Give the learner a copy of the Student Handout #60: "Classifying Careers." Explain to the student that executive positions are to be checked under the "Executive" column; specialist positions under the "Specialist" column; supervisor positions under the "Mid-Management" column; and entrant positions under the "Employee" column. Explain the terms employee and entrant to be certain he understands the difference.

student materials section

SAVINGS TELLER
SALE!

CHANNEL CHALLENGE #1

Participants

1 Emcee/Judge 3 Contestants 1 Scorekeeper

Directions

Three contestants are read three questions varying in difficulty from 3 to 7 points, so that one question is worth 3 points, another valued at 5 points, and the last one worth 7 points. As each question is read, each contestant may receive the chance to answer that question by signaling before his opponents. If his answer is correct, a corresponding number of points is added to his score, and he earns the opportunity to answer the next question. If his answer is not correct, the opponent who signaled next may answer the question. If he is correct, he receives the points and a chance to answer the next question. The round continues until one player earns 15 points or more. He then gets the opportunity to go to the Channel Challenge Bonus Board, a sample of which is illustrated below.

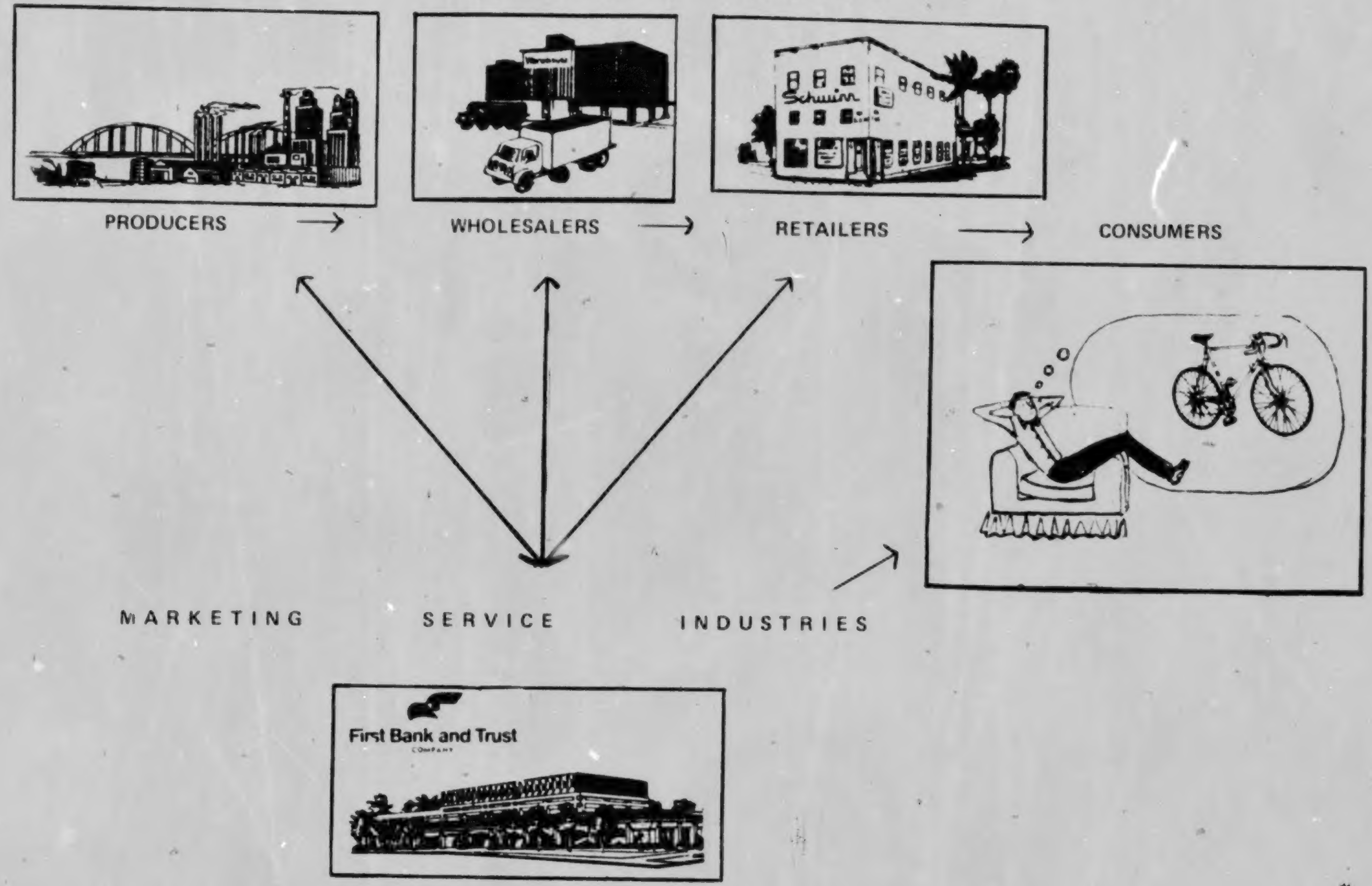
Note that the gameboard has four columns, valued at 1, 2, 3, or 4 points each. Within each of these columns are four squares, which should be illustrated with four different colors, such as red, blue, green, and yellow. Four terms should be printed, one on each of the four colors. Each columns' four terms and colors should be alternated, so that there is no easily distinguishable pattern, such as any one term being on the same colored square in each of the four columns. The four terms which should be written on four squares are: PRODUCER, WHOLESALER, RETAILER, AND MARKETING SERVICES, the major kinds of businesses involved in distributing goods to the consumer.

When the winning contestant looks at the gameboard, he should only see four different colored squares for each column with that column's number on each of them. He has 15 points and must decide how he wishes to reveal the word behind at least four squares, one in each column, so that he uncovers four different terms. As an example: he may select 4 green to reveal "WHOLESALER," 3 blue to uncover "RETAILER," 2 yellow to unveil "MARKETING SERVICES," and 1 red to show "RETAILER." He now would have used up 10 of his 15 points and has 5 points left to find the fourth term, " PRODUCER." His only limitation is that he may not uncover more than three of the four squares in any one column. In this case, the contestant could still uncover two more squares in each of the four columns, although in this case he could not turn over two 3's or 4's because he does not have enough points remaining. If the player successfully discovers all four terms within his point limit, he then earns a bonus prize to be determined by the instructor. Generally, 2-3 games may be played during a class period. Special additional bonuses may be awarded contestants winning more than one round or game.

Sample Gameboard

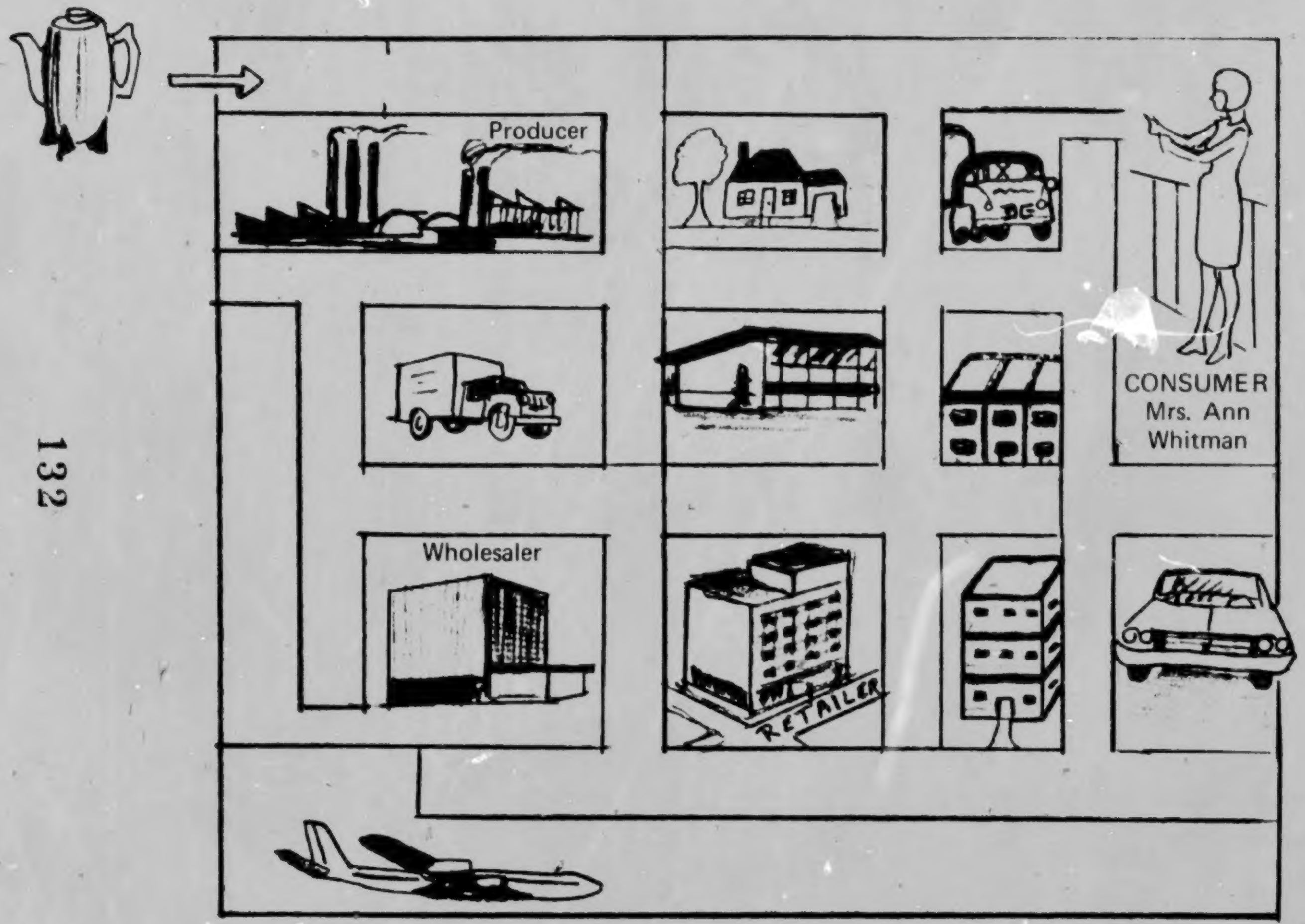
1	2	3	4
WHOLESALER	RETAILER	MARKETING SERVICES	RETAILER
MARKETING SERVICES	WHOLESALER	RETAILER	WHOLESALER
RETAILER	PRODUCER	PRODUCER	MARKETING SERVICES
PRODUCER	MARKETING SERVICES	WHOLESALER	PRODUCER

JIGSAW PUZZLE: HOW TO GET IT THERE


PRODUCERS
WHOLESALERS
RETAILERS
CONSUMERS
Schwinn
MARKETING SERVICE INDUSTRIES
First Bank and Trust
COMPANY

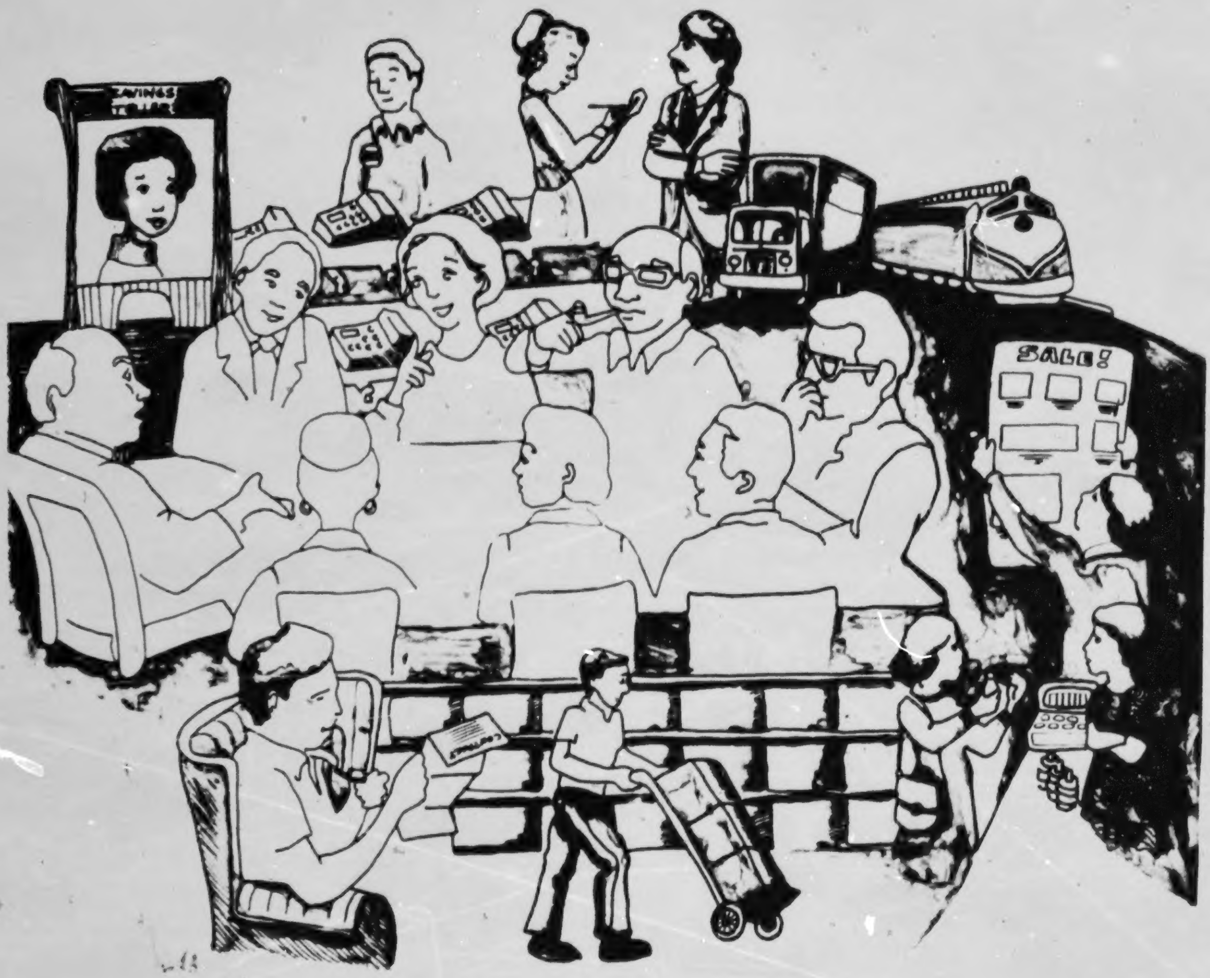
#2

MARKETING MAZE


Producer
CONSUMER
Mrs. Ann
Whitman
Wholesaler
RETAILER

#3

MARKETING MENAGERIE #4



Each of the nine numbers above represents a person or group of persons performing one of the major marketing activities. Can you guess what they are?

1. ________________ 4. ________________ 7. ________________

2. ________________ 5. ________________ 8. ________________

3. ________________ 6. ________________ 9. ________________

Marty slipped into his car seat and cranked the engine. As he drove down the main street, he gazed into the store windows. He had been looking for a new suit to wear when he went applying for jobs next week. Marty had decided that he wanted a career in marketing. As a consumer, he had been in the habit of buying goods and services for his use, not for resale. Now, he wanted to pursue a career in marketing.

Marketing. That's a heavy sounding word, he thought. But it's not hard to understand. Marketing involves all the activities necessary in getting or distributing goods and services to consumers or businesses. It is concerned with buying the materials, machinery, and manpower needed for production or operation, but not with the actual production or processing of a product. It includes product planning and research, as well as all the activities necessary to get the goods from the producer to the consumer.

Marty turned on the radio and listened to his favorite rock station. Gee, he thought, I really don't know whether I want to work for a producer, a wholesaler, a retailer, or a marketing service industry. He laughed to himself. A year ago, he didn't even know what those words meant. He turned onto the interstate and settled back for his hour drive thinking about the different kinds of businesses in which he could launch his marketing career.

Producers (Manufacturers, Converters, Farmers, Miners, etc.)

All goods must first be produced. Vegetables, fruits, and meats must be grown on a farm. Many foods must be processed in a cannery. Clothes that we wear have to be made in a factory. Our cars and bicycles have to be manufactured using an assembly line. Oil wells are drilled: refineries convert it into the gasoline and fuel oil we need. Coal is extracted or taken out of mines to provide heat and energy. There are all kinds of opportunities with producers.

It's not always practical to get the things we want or need directly from the producer, Marty said to himself. Consumers obtain products in one of many ways. If a person can't buy goods directly from the producer, he usually buys them from a local retail store. The retailer may buy those goods, such as the clothing items, directly from the factory, or producer. Sometimes, he may get them from a wholesaler. The wholesaler provides fast delivery and many services to all kinds of businesses, but especially to smaller retail stores. Marketing service industries provide services to all businesses, as well as to consumers.

Some or all of these businesses can be involved in getting the goods from the original producer to the consumer. All the different paths that can be used are called the channels of distribution. Gee, Marty thought, I've got to review all I know about wholesalers, retailers, and marketing service industries so I can decide where I want to apply for a job.

Wholesale Businesses

Wholesalers buy from manufacturers or other wholesalers, and mostly resell their merchandise to the retailers. They must determine what the retailers want to buy and study the products which the manufacturers have to sell in order to satisfy the retailers' demands and make a profit. Sometimes a representative acts for several manufacturers or wholesalers in selling goods and is called an agent. There are many different types of wholesalers—some carry a wide variety of merchandise, while others carry only a limited line of merchandise. Examples of wholesalers include:

General Wholesaler
Petroleum Jobber
Automobile Parts Distributor
Food Broker
Drug Wholesaler
Building Supply Wholesaler

Look in your local telephone directory. How many different types of wholesalers are located in your community? What type(s) of product(s) do they carry? What kinds of businesses do they service?

Retail Stores

Retail stores buy their merchandise from the wholesalers or from the manufacturers or both, and resell them to the ultimate consumer, namely you. Department stores, such as Sears, Penney's, and Ward's are quite large and carry a wide variety of merchandise. Other retail stores carry a particular line of merchandise such as:

1. Apparel and Accessories
2. Automotive Parts
3. Groceries and Related Items
4. Hardware and Building Materials
5. Home Furnishings
6. Petroleum Products
7. Farm and Garden Supplies
8. Musical Equipment

Think about your home town for a moment. Can you identify a large department store that carries a wide variety of merchandise? Can you identify a store in your town for each of the products given above?

Marketing Service Industries

Marketing service industries provide a service either to the consumer, namely you, or to another business. The services they provide to you may help to make your life more pleasant, more enjoyable, or more secure. The services which they provide to another business enables that business to carry on its operations and, therefore, meet the demands for its products and/or services. Examples of marketing service industries include such businesses as:

1. Advertising Agencies
2. Banks and Finance Companies
3. Movie Theatres
4. Stock Exchanges
5. Restaurants and Hotels
6. Newspapers and Publishers
7. Ins[illegible]e Companies
8. Real Estate Agencies
9. Travel Agencies
10. Transportation Companies

Again, think about your home town for a moment. What types of marketing service industries are located in your community? What types of services do each of these institutions provide?

Marty muttered to himself, "Wow, this really blows my mind." There are so many different types of marketing businesses in which I could work. Let me see if I can briefly cover the main points I just reviewed.

Marketing Review

1. The business which grows, harvests, processes, or manufactures a product is known as the _ _ _ _ _ _ _ _ _.
2. The business which sells goods directly to the consumer is the _ _ _ _ _ _ _ _ _.
3. The business which sells services to other businesses as well as to the consumer is the _.
4. The business which serves as a middleman between the manufacturer and the store where a customer buys it is the _ _ _ _ _ _ _ _ _ _ _.
5. A person who buys a product from a store for his own use is a _ _ _ _ _ _ _ _ _.
6. The flow of goods from the producer to the consumer occurs in the _.
7. A businessman who may represent more than one manufacturer or wholesaler in selling to the retailer is known as an _ _ _ _ _.
8. Draw three channels of distributing using P for Producer, W for Wholesaler, R for Retailer, C for Consumer, and S for Marketing Services. Draw arrows between the letters to show the flow of goods from one component to another, beginning with the producer and ending with the consumer. Three banks are provided for each of the channels. An example might be: P- R- W- C.

   ______________________________ ______________________________. ______________________

9. The channel which is most frequently used is: ______________________________________.
10. All of the activities involved in acquiring and distributing goods or services to businesses or consumers is called _ _ _ _ _ _ _ _ _ _.

MAKING IT IN MARKETING – II

Marty listened to the radio announcer say, "Train for a marketing career by signing up with your high school Distributive Education Coordinator or with your junior college Marketing Management Coordinator." Marty smiled. He had signed up a year ago. Last year he had gotten classroom instruction about marketing by working in a model business set up right at school. Now, he was ready for the real thing! He was going to train on-the-job, as well as study at school. He would train in the afternoons, get course credit, and earn money all at the same time.

Marty remembered his teacher-coordinator saying that all careers in marketing could be classified into one of the eight basic marketing activities or functions. Marketing is a big area of importance. More than half of the American workers are employed in a marketing or marketing-related job. All of these jobs can be put in one of the eight marketing functions or activities. Management is concerned with all eight marketing functions, and serves as a coordinator of all of the activities or functions in all kinds of businesses and industries.

Marketing Research

An interesting function of marketing is Marketing Research. Marketing researchers try to find information about the way a business operates or the products a customer wants to buy so that good decisions can be made in running the business. Also, Marketing Research is used to find out what kinds of people would want to buy a certain product. For instance, a new product could be designed and produced, but after a market research project is carried out, the results may show that no one would buy that new product if it was produced in large quantities. So the question would be, why produce the new product if no one would buy it? To find out this kind of information is the purpose of Marketing Research.

Standardization

A most important marketing function is Standardization. It involves the setting of limits or standards for products and services that are produced or distributed. This includes labeling products, such as food, so we know what they contain. It also provides for inspection of goods to see if they meet the standards which have been set for quality, performance, appeal, etc.

Buying

We, as consumers, usually think of buying in terms of purchasing a record or buying insurance. Businesses buy too. Buying is the marketing function that supplies a business with the necessary materials, machinery, and manpower that is needed for business operation or production.

For instance, a fashion buyer in a department store buys fashion clothing from a clothing wholesaler that she thinks that her department store's customers will buy. She is buying the clothing not to wear herself, but rather to resell them to the department store's customers.

Selling and Promotion

Selling is probably the most familiar function of all eight marketing functions. Many people confuse Selling and Marketing. They are not the same. Selling concerns itself with helping customers select those goods and services which will satisfy their *wants* and *needs*. Selling also involves promotional aids to persuade and inform customers.

For instance, if you *want* a bicycle, you can go to a department store or a bicycle shop and have a salesman show you the different styles, colors, and features of their selection of bicycles. By doing this, the salesman can help you satisfy your *want*. If you *need* a new shirt or knit top to wear to school, a salesperson will show you different styles, colors, and fabrics to help you make a choice thus helping you to satisfy a *need*.

Sales Promotion helps the marketer to let consumers know that he has a product to sell. Advertising is a Sales Promotion activity. Advertising uses newspapers, magazines, radio, television, billboards, and mail-out flyers to tell their message. Another Sales Promotion activity is Display. The activity of Display uses a real-life set-up like a window display in a business or store, to show off the goods that it has for sale. Many other promotional and publicity methods are used such as coupons, trading stamps, and contests.

Storage

Storage provides the time and physical space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers. Many businesses have their own stockrooms or warehouses. Others, especially smaller businesses use wholesaler's warehouse facilities.

Transportation

Transportation provides the service of physically moving property or people from one location to another. Businesses and people use different ways to get to various points. Time and cost are big factors in deciding whether to use a train, a plane, a bus, or a truck. Many products are transported by water on barges or freighters. Pipelines are transporters for oil and water.

Marketing Risks

All businesses and individuals, like you, must face risks. Risks are the chances or possibilities of financial loss to people or property. These are losses caused by unforeseen or uncontrollable factors. Every time you get into a car, you are taking a chance (assuming a risk) that you will be in an automobile accident. A business takes risks in many ways, such as in ordering the merchandise that customers will buy or in trusting that employees will be honest. As we will see later, some risks cannot be avoided by the businessman, but there are ways in which he can reduce the chance that he will have a loss.

Finance in Marketing

Finance activities supply the money necessary for operation of all marketing and production activities by a business, as well as for the purchases of goods and services by consumers. In a business, the financial advisors must figure all costs including machinery, materials, manpower, and buildings to determine how much money is needed. As we will discuss later, many sources are used by businesses and consumers to obtain money that is needed.

Marketing Management

As we mentioned before, management is not a separate marketing function or activity unto itself. Rather, it is part of all the other functions. It serves as the coordinator of all marketing activities. Each department or division in a business may have a manager, as well as an overall manager or executive who coordinates all resources (people, property, activities, etc.) by planning, organizing, directing, and controlling all activities in order to meet the goals of the business, and thereby make a profit.

Marty pulled into his driveway. He wasn't sure if he wanted the responsibility of being a manager or executive one day. Besides, everybody can't be a chief. But he knew there were many, interesting, challenging careers to choose in Marketing. But in which area of Marketing—Marketing Research, Buying, Standardization, Selling, Storage, Transportation, Risk, or Finance? I think I'd like to start working with stock in a warehouse or storeroom, so I can find out more about the merchandise and behind the scenes. Then, I might go in to selling. I like people. Who knows, maybe one day I will be a manager . . . .

Marketing Activities Overview

1. Finding out what people like or dislike about a product is the purpose of the ____________ ______ ______________________ function.
2. Setting values or limits for products and services is undertaken by those involved with the ______________________ function.
3. Purchasing goods for resale or business use is known as a ______________________.
4. Helping to satisfy a customer's wants and needs is the job of the __________________.
5. Advertising and display are promotional activities involved in the function of __________.
6. Providing the time and space needed for merchandise until it is needed is the responsibility of the ______________________ activity.
7. The physical movement of products from the producer to the consumer is part of the ______________________ function of Marketing.
8. The chances of loss to a business or person by unforeseen or uncontrollable factors are handled by the ______________________ function.
9. The ______________________ activity of marketing supplies the money that is necessary for a businesses' operations or a consumers' purchases.
10. Controlling and directing all marketing activities is the responsibility of ______________.

MARKETING MIXUPS #6

Rearrange the letters in each group below to reveal the eight major marketing activities and the coordinator of those activities. When they are rearranged correctly, the circled letters can then be used to form an important word(s). The circled letters are not in the correct sequence to form the given term.

1. N E F A C Ⓘ N ________________
2. N O T R I T P A N S R Ⓞ A T ________________
3. G E A Ⓢ T O R ________________
4. Ⓤ Y G Ⓑ I N ________________
5 D O N T N A S Ⓓ A R I A T Ⓘ Z ________________
6. N A G M E Ⓣ M E A N ________________
7. L I G S Ⓝ E L ________________
8. K R Ⓘ S ________________
9. Ⓣ A M R E K G I N R A C E Ⓡ S E H ________________
10. _ _ _ _ _ _ _ _ _ _ _ _ * ________________

*CLUE: Includes only those major marketing activities designed to move goods and services from the point of production to the point of consumption.

MARKETING MIXUPS

Rearrange the letters in each group below to reveal the eight major marketing activities and the coordinator of those activities. When they are rearranged correctly, the circled letters can then be used to form an important word(s). The circled letters are not in the correct sequence to form the given term.

1.	NEFACⒾN	FINANCE
2.	NOTRITPANSRⓄAT	TRANSPORTATION
3.	GEAⓈTOR	STORAGE
4.	ⒽYGⒷIN	BUYING
5.	DONTNASⒹARIATⒾZ	STANDARDIZATION
6.	NAGMEⓉMEAN	MANAGEMENT
7.	LIGSⓃEL	SELLING
8.	KRⒾS	RISK
9.	ⓉAMREKGIN HERACEⓇS	MARKETING RESEARCH
10.	_ _ _ _ _ _ _ _ _ _ _ _ _ *	DISTRIBUTION

*CLUE: Includes only those major marketing activities designed to move goods and services from the point of production to the point of consumption.

MARKETING MYSTERY

Component Cards:

PRODUCER	WHOLESALER	RETAILER	SERVICES	CONSUMER
___	___	___	___	___
___	___	___	___	___
___	___	___	___	___
___	___	___	___	___

Directions: Study each of the clues about the components in the channels of distribution which are given below. After you have decided which component is identified, place that clue's corresponding letter in one of the blank spaces on the appropriate channel component card above.

Component Clues:

A. Tot's Toys Jobber
B. King's Cattle Ranch
C. McDonald's
D. You buying a coke
E. Sony Distributors
F. Texaco Oil Company
G. Farm Brokers, Inc.
H. General Motors
I. Gordon's Jewelers
J. Your favorite aunt
K. Winn-Dixie Stores
L. Your best friend
M. Imperial Importers
N. Flounder Fishing
O. Holiday Inn Motel
P. New York Stock Exchange
Q. Maas Department Store
R. State Farm Insurance
S. Woolworth's, Inc.
T. Your nextdoor neighbor

MARKETING MATCH #8

Participants

1 Emcee/Judge
2 Players
1 Scorekeeper

Directions

This game activity may be used to introduce marketing functions, as well as to reinforce or review the eight basic marketing activities and the coordinating element of management. For understanding of the terms and reinforcement purposes, the students should explain the terms as described herein. Develop cards with each of the following terms written on one side of them, so that you have two cards for each term or a total of twenty cards. On the back of each card, place a number from 1-20 so that each card has a different number. Alternate the numbers on the cards so that there is no special pattern relating to the marketing functions and management.

Place the cards on a table with the numbers facing up so that there are four rows of five cards with 1-5 on the first row, 6-10 on the second row, etc. Have the two players or teams flip a coin to determine who shall begin the game. A student will select two numbers. When he has two identical terms, he must give the explanation or definition of the term to win a point for himself or his team. A simple match of the two identical terms does not earn a point. The exception applies if a student picks a free match card and a term, he does not have to give the definition and receives a complimentary point. The game is won by the person or team receiving the most number of points.

Make two cards each of the following terms to form one set:

- MARKET RESEARCH (MR)
- BUYING (BU)
- STORAGE (ST)
- RISK (RI)
- MANAGEMENT (MG)
- STANDARDIZATION (SN)
- SELLING (SE)
- TRANSPORTATION (TR)
- FINANCE (FI)
- FREE MATCH (FM)

It is suggested that a teacher have several sets made up so that terms are in different orders and can be used on a rotation basis. A runoff could be played with the top scorers in the class if the entire class has been involved in playing the game.

Sample Gameboard

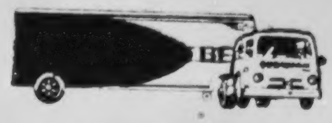
1	2	3	4	5	MR	BU	ST	RI	MG
6	7	8	9	10	FM	FI	TR	SE	SN
11	12	13	14	15	MG	SN	RI	ST	MR
16	17	18	19	20	BU	TR	FI	SE	FM

If the gameboard is to be used by two teams, a bulletin board or pegboard may be employed. Pieces of construction paper arranged on the board and held by hooks or thumbtacks would allow easier viewing for larger numbers of students.

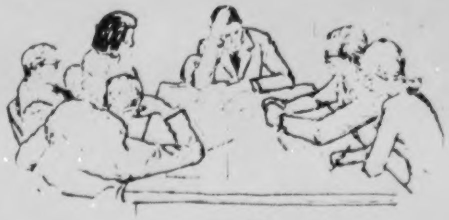
MARKETING RESEARCH	FINANCE	STANDARDIZING	SELLING	BUYING
MANAGEMENT	RISK	TRANSPORTING	STORAGE	FREE MATCH
STANDARDIZING	SELLING	MARKETING RESEARCH	FINANCE	STORAGE
BUYING	TRANSPORTING	FREE MATCH	MANAGEMENT	RISK

MARKETING IN ACTION

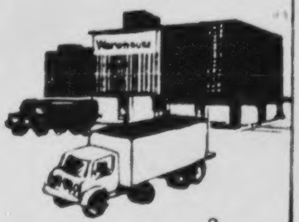
#9



1.



11.



2.

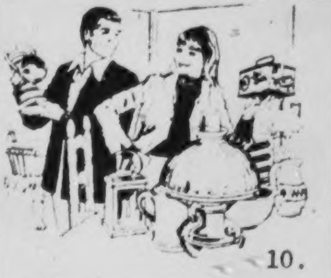
First Bank and Trust
COMPANY

Offering

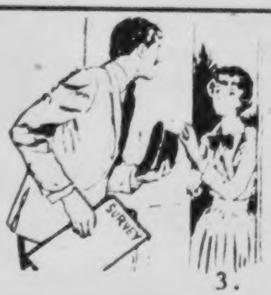
"COMPLETE TRUST SERVICES"

PERSONAL LOANS
BUSINESS LOANS
MORTGAGE LOANS

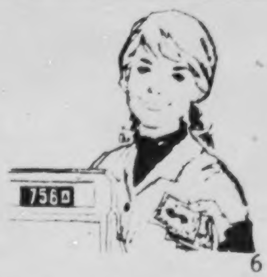
5.



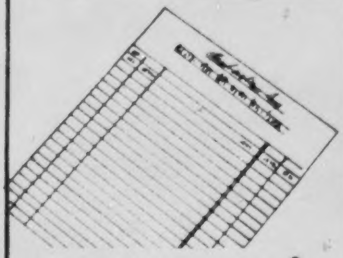
10.



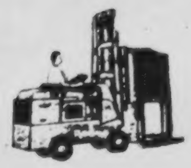
3.



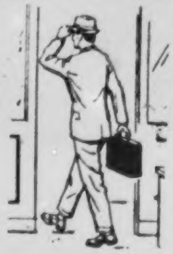
6.



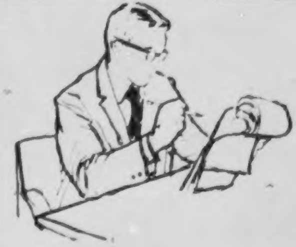
9.



4.



7.



8.

CLASSIFIED ADVERTISING #10

MARKETING RESEARCH

DIRECTOR, Department of 15, large manufacturer. Coordinate all research activities with firm's top management. Past experience in similar position and degree in economics essential!

$35,00 PER YEAR

$5,000 TRAVEL

4 WEEKS PAID VACATION

Career Ladders In *MARKETING RESEARCH*

Build your future with
$100-$125 weekly wage
Insurance and Vacation

TELEPHONE SURVEYOR
PERSONAL INTERVIEWER
PANEL INVESTIGATOR
OBSERVATION EVALUATOR
INFORMATION CODER
QUESTIONNAIRE EDITOR

ATTENTION: ANALYSTS

- *Sales*
- *Market*
- *Policy*
- *Product*
- *Consumer*
- *Advertising*
- *Distribution*

Supervise all research projects in your field or serve as a general analyst/interpreter in six marketing research agency branches assisting over 200 companies. Experience, marketing/business degree needed. $18,000-$25,000

$18,000-$25,000 Salary
Retirement, Insurance
and Vacation Benefits

WE PROMOTE FROM WITHIN

Research Trainees for a Consumer Research Agency to assist our analysts and specialists. Work in an area of your own choosing or try them all with these advantages:

6 Mos. Training Program

$500 Guaranteed Mo. Pay

☆ ★ ☆ ★ ☆ ★ ☆ ★ ☆

INDUSTRIAL ECONOMIST

Diversified manufacturing company expanding. Needs Chief Economist as liaison with finance, public relations, marketing research departments and Executive Committee to provide the economic and market forecasts, studies, and other information necessary for financial planning, forecasting profits, proposal evaluations, presenting a financial status report. Supported by a staff of 9 experienced economists, 6 trainees, 11 secretaries.

Extensive experience as a business economist, graduate degree in economics.

$50,000 Annual Salary
$6,000 Travel and Car

EXPERIMENTAL RESEARCH
SPECIALIST

Conduct Research tests of scale marketing models to improve product planning and distribution for national cosmetics firm

$1,000 Monthly Salary

SURVEY SUPERVISOR

$200 Per Week
Train & Coordinate Workers

MARKETING RESEARCH: Finding the Facts

One of the eight major marketing functions is Marketing Research. This marketing activity involves the gathering of information, so that marketing managers can make sound decisions and solve management problems. Marketing research activities take place constantly throughout all types of businesses.

Marketing Research—what is it? Why is it important? Does it affect you? Do you or your family take part in it? As mentioned above, all businesses are constantly engaged in marketing research activities. Why? To satisfy you, the consumer. Businesses spend large sums of money researching new products and uses, new services; studying new methods of production, packaging, selling, promoting, and distributing goods; surveying customer wants and needs; and analyzing business policies and operations. All of these marketing research activities go on just to find out what you, the consumer, wants or needs and how to best satisfy you.

It is often said that the "customer is king." Businesses "boom" or "bust" depending upon whether they can please their customers. Teenagers and young adults, ages 12-21, have had a tremendous impact on businesses in recent years. This age group buys more of the following than any other age group: records and tapes, musical equipment and instruments (stereos, radios, guitars, etc.), amusement or entertainment tickets, clothing and accessories, and snack food items (sodas, hamburgers, candy, etc.) You are part of a very important group that sets styles and buying patterns which affect many businesses throughout the world.

Many businesses employ marketing reseachers to find out why you did not buy, as well as why or what you did buy. Learning reasons why people do not buy a product or service assists the managers of businesses in improving their products, services, and/or business operations.

Have you ever answered the telephone and had someone ask you for information such as: "What television program are you watching now?"; "Is your telephone service satisfactory?"; or "Do you subscribe to any magazines?" Perhaps your parents have filled out a questionnaire or survey received in the mail. Maybe someone has come to your home and asked questions about products or services. If so, then you were a part of marketing research. You will probably remember riding over a black cable on the highway? This is a simple automobile counter which can give much needed information to the marketing researcher about traffic needs. Chances are, you have other experiences you could share.

Marketing Research Methods and Careers

Business may employ their own marketing researcher or use the services of one of the many outside firms who specialize in this field. To get his information, the marketing researcher may use either a primary source or a secondary source. When a researcher gathers his own information by firsthand study of the customer (or consumer) or market, he is using a primary source. When he uses data already collected by someone else for another project, he is using a secondary source. Six methods or activities are used in collecting primary information or data.

sources: (1) personal interview, (2) mailed questionnaire, (3) telephone survey, (4) the panel group, (5) observation, and (6) experimentation.

Personal Interview—a survey form using a direct, face-to-face contact with the sample group of people to obtain the necessary information. It may be conducted by an *Interviewer* visiting people in their home or out in the community, such as at a shopping center or recreational area.

Telephone Survey—a method of obtaining information from a sample population in which a *Telephone Surveyor* calls individuals on the telephone to survey them about a particular product, service, issue, or business.

Mailed Questionnaire—a marketing research survey method of obtaining the desired information by writing to the selected group of people. The *Editor* is responsible for seeing that the sheet(s) with questions, usually called the questionnaire, is accurate and complete for the purpose intended.

Panel Group—a continuing survey used by research organizations when it is important to study the buying habits of people over a period of time. Because the consumer panel records buying patterns over a long period of time, it can provide valuable information about sales trends and customer loyalty to certain brands and stores. The *Investigator* meets with the panel and receives reports concerning their buying habits, as well as other topics related to solving marketing problems.

Observation—the collecting of information about consumers, product acceptance and interest, and personnel effectiveness by watching the actions of people without actually talking to them. The process of observing people's actions for a marketing research activity is the responsibility of the *Evaluator.*

Experiment—a form of marketing research that sets up a scale model of a marketing situation to test or study the effects and changes which occur with the product, service, people, etc., during the testing period. The experimental method is undertaken by the *Marketing Research Specialist.*

In discussing these six methods of marketing research methods, we have also learned about six of the careers involved.

Before any of the surveys, observations, or experiments can be conducted, someone must decide what needs to be done. The *Marketing Research Director* is responsible for coordinating and administering all personnel and activities within the marketing research department. He meets with top management of his or another company to make policies and decisions. It is his responsibility to study and interpret the data gathered.

Marketing Research Analysts are very important to the Director. The Analyst may be responsible for activities in one type of research, such as product research or sales research, for a large company or he may actually oversee all research operations. He is responsible for providing the director with all necessary pertinent information for making decisions.

An *Economist* often plays a key role as a part of the marketing research team. He informs the marketing research director, analyst, and other executives of a company about general economic conditions and business trends which may have effects upon decisions and/or actions. He serves as a consultant to the marketing research department, usually, rather than as a full-time employee.

Three other marketing researchers contribute significantly to the work of the team in conducting and using their research information: The *Supervisor* is charged with training and supervising all field personnel including the interviewers, telephone surveyor, and investigator. The *Coder* is responsible for gathering secondary source information that is needed, classifying or sorting the information, and tabulating data. The Marketing Research *Trainee* is an assistant to a field supervisor, specialist, or analyst depending upon his interest, research experience, and educational background.

OPERATION RECORD LOVERS
A Mini-Marketing Research Survey

#12

To the student market researcher: You are about to take part in a marketing research survey. Read the information below and follow the directions to conduct the survey and make a sound marketing decision.

Your company, VENDO-RECORDS, is considering putting record vending machines in the middle and junior high schools in this state; however, even though there are many other products, you feel it will make money if you have the right kind of records and in the correct sizes.

At this point, it would appear that a survey would be the best way to determine what records the students would want to buy. Attached you will find three survey forms to be used in conducting this marketing research project. Take the survey sheet and question five guys and five girls to find out their desires. Contact five students in person and five by telephone. As soon as you complete interviewing each person, take the provided check sheet and check the appropriate squares for the information you have collected.

After totaling the information you obtain on the check sheet, you should be able to answer the six questions on the evaluation sheet before placing your machines in the schools. At this point you will have completed your project using two survey techniques. You will have arrived at a conclusion as to what should be done and it will be a better solution than you would have had if you had just tried to guess what the group might want. You have now used a system called sampling which means getting information from a few students or people to try to figure what most people or students would want.

OPERATION RECORD LOVERS

#13

Marketing Research Survey Sheet

To the surveyor: You will ask the following questions to get one answer only. As soon as the student gives you the answer, you will circle one. If the answer to question number one is (b) no, you will then ask question 1A and that interview will be over. If the answer to number one is (a) yes, ask all of the other questions except 1A. As soon as you have finished your ten interviews, go back to the first sheet for completion of this project.

1. Do you buy photograph records? (a) yes (b) no

1A. Since you buy no records, why is this true?
(a) records are given to you (b) you buy tapes
(c) you listen to radio and television only
(d) you are not interested in music
(e) other (specify) ____________________

2. Where do you purchase most of your records now?
(a) record shops (b) department stores (c) drug stores
(d) order through the mail (e) vending machines (f) other

3. What size record do you usually purchase?
(a) 7" – 45 RPM (b) 10" – 78 RPM (c) 12" – 33RPM

4. Do you expect to buy at least one (1) new record within the next month?
(a) yes (b) no

5. What type of record do you buy most often?
(a) classical (b) popular (c) country and western
(d) soul (e) jazz (f) gospel
(g) rock (h) other

6. If you could purchase records at school for the same price that you would pay in a store, would you buy yours at school?
(a) always (b) sometime (c) seldom (d) never

Surveyor will circle one of the following:

The student interviewed was a BOY – GIRL

The kind of survey PERSONAL – TELEPHONE

OPERATION RECORD LOVERS

Check Sheet

#14

To the student market researcher: Take the information you have collected on the survey sheets and place a small check mark in the column (a, b, c, etc.) to show the answers given for each of the questions. When you have put the information from all ten sheets in the boxes, total your results. You should then have the answers for the project evaluation sheet.

	a	b	c	d	e	f	g	h
1								
2								
3								
4								
5								
6								
1A								

OPERATION RECORD LOVERS

#15

Evaluation Sheet

To the student market researcher: Take the results of the check sheet you have just completed and answer the following questions on the squares checked the most.

1. Based upon the survey results, would you recommend putting a record vending machine in the school?
   (a) yes (b) maybe (c) no (d) more info needed
2. Using the check sheet results—would you recommend placing 45 RPM, 78RPM, or 33RPM records in your vending machines?
   Circle the best answer: (a) 45 RPM (b) 78 RPM (c) 33 RPM
3. Based upon the survey results, would you suggest considering a tape vending machine?
   (a) yes (b) maybe (c) no (d) more info needed
4. Using the check sheet totals—would you recommend records with only one type of music be placed in the vending machine?
   (a) yes (b) no
5. Based upon the survey results, what two types of music would you put in the machine?
   1. ________________ 2. ________________
6. After analyzing all of the survey data, what other conclusions or recommendations can you make?

____

____

____

____

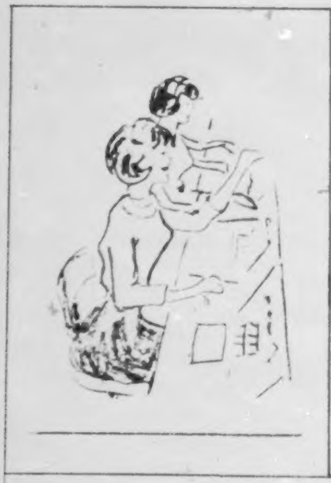
____

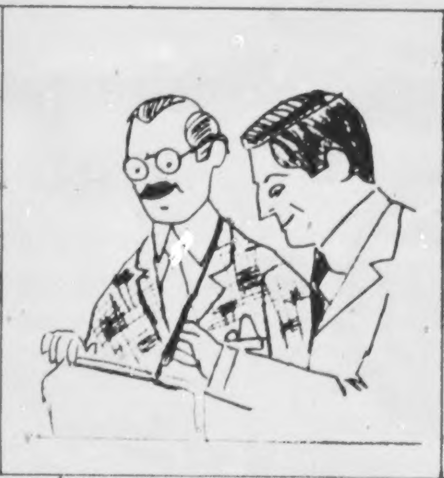
____

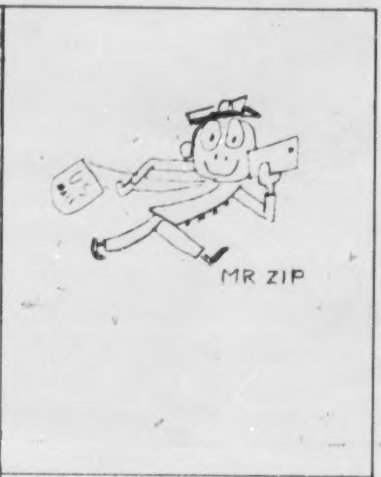
MARKETING RESEARCH IN ACTION

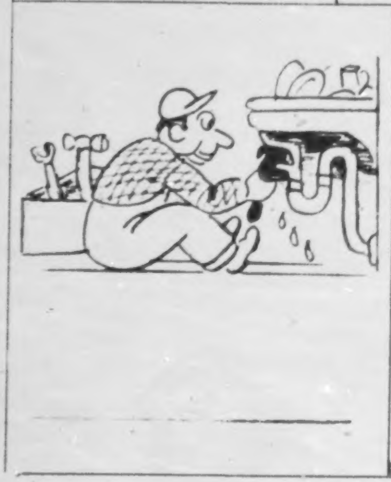
#16

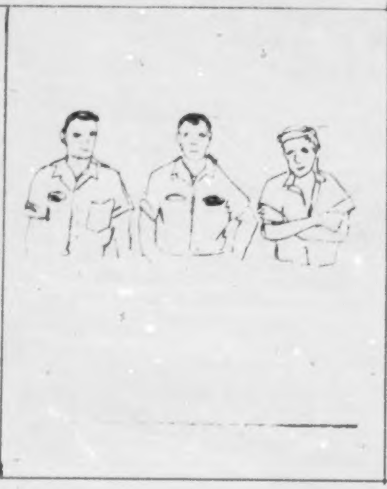
Look at each of the six pictures below. Which marketing research method do you think is being portrayed in each of them? What makes you think that way? What marketing researchers could be involved in each case?

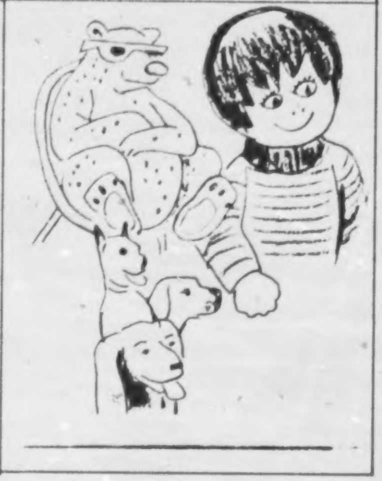












DIAL STANDARDIZATION

#17

Using the numbers on the telephone dial, uncode each of the groups to reveal ten standardization careers. Remember, each number represents three letters. For example, "2" could be letters A, B, or C.

(1) 4 7 2 3 4 6 4   3 6 7 3 6 2 6

(2) 4 6 7 7 3 2 8 6 7

(3) 3 9 2 6 4 6 3 7

(4) 7 7 6 3 8 2 8   8 3 7 8 3 7

(5) 7 8 2 6 3 2 7 3 7   2 6 2 5 9 7 8

(6) 4 7 2 3 3 7

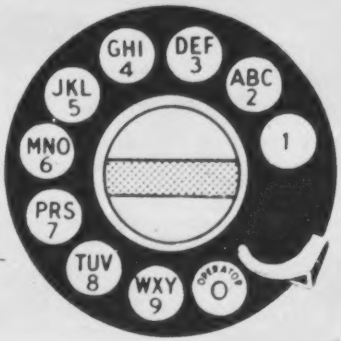
(7) 7 2 6 7 5 3 7

(8) 3 4 3 5 3   3 4 3 6 8

(9) 2 6 6 7 5 4 2 6 2 3

4 6 8 3 7 8 4 4 2 8 6 7

(10) 6 3 8 3 7   2 4 3 2 5 3 7


GHI 4
DEF 3
ABC 2
1
JKL 5
MNO 6
PRS 7
TUV 8
WXY 9
OPERATOR 0

(1) G ___ ___ D ___ ___ ___   ___ O ___ ___ M ___ ___

(2) ___ N ___ ___ E ___ ___ O ___

(3) ___ ___ A ___ ___ N ___ ___

(4) P ___ ___ D ___ ___ T   ___ ___ S ___ ___ R

(5) ___ ___ A ___ ___ ___ R ___ ___   ___ N ___ ___ ___ S ___

(6) ___ R ___ ___ E ___

(7) ___ ___ M ___ ___ ___ R

(8) F ___ ___ L ___   ___ G ___ ___ T

(9) ___ O ___ ___ L ___ ___ N ___ ___

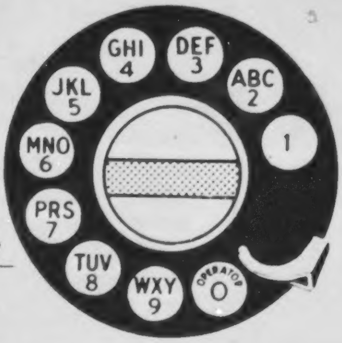
I ___ ___ E ___ ___ ___ G ___ ___ ___ R

(10) ___ E ___ ___ R   ___ H ___ ___ ___ E ___

DIAL STANDARDIZATION – KEY

Using the numbers on the telephone dial, uncode each of the groups to reveal ten standardization careers. Remember, each number represents three letters. For example, "2" could be letters A, B, or C.

(1) 4 7 2 3 4 6 4 3 6 7 3 6 2 6
(2) 4 6 7 7 3 2 8 6 7
(3) 3 9 2 6 4 6 3 7
(4) 7 7 6 3 8 2 8 8 3 7 8 3 7
(5) 7 8 2 6 3 2 7 3 7 2 6 2 5 9 7 8
(6) 4 7 2 3 3 7
(7) 7 2 6 7 5 3 7
(8) 3 4 3 5 3 3 4 3 6 8
(9) 2 6 6 7 5 4 2 6 2 3
4 6 8 3 7 8 4 4 2 8 6 7
(10) 6 3 8 3 7 2 4 3 2 5 3 7



(1) G R A D I N G F O R E M A N
(2) I N S P E C T O R
(3) E X A M I N E R
(4) P R O D U C T T E S T E R
(5) S T A N D A R D S A N A L Y S T
(6) G R A D E R
(7) S A M P L E R
(8) F I E L D A G E N T
(9) C O M P L I A N C E
I N V E S T I G A T O R
(10) M E T E R C H E C K E R

STANDARDIZATION CAREER SEARCH #18

Search through the mass of letters below and circle the eleven standardization career titles.

S A M P L E R P G R A D I N G F O R E M A N R E

T S I R Q R W I P N M C X Z H K L J I O W T Y T

A N C O M P L I A N C E I N V E S T I G A T O R

N I O D W E R T Y U I O P A S D F G H J K L X Z

D P Q U A L I T Y C O N T R O L M A N A G E R I

A O X C N M N S D E T Y U O P I P Y T G R I W Q

R S S T O P S E R G F K L H G F D S A Q A H G N

D N W T W E P I N M I I Q N C X Z H K L D O E R

S H G E K L E I O P E Q W E R T Y U I O E P A S

A W Q S C N C K L H L S W E X A M I N E R E R T

N O P T K L T K L H D W D S F G H J K L N M B V

A W R E O I O N M B A O U Y T R W E G H N M E R

L E U R O O R Y T R G Z X C V B N M K L H G T U

Y S A D F G T R E W E U H N B V C X Z U T Y O P

S Q A X Z C V F D S N U T G N M C X Z B G H J K

T O T H G F C N M E T E R C H E C K E R H A S D

STANDARDIZATION CAREER SEARCH – KEY

Search through the mass of letters below and circle the eleven standardization career titles.

S	A	M	P	L	E	R	P	G	R	A	D	I	N	G	F	O	R	E	M	A	N	R	E
T	S	I	R	Q	R	W	I	P	N	M	C	X	Z	H	K	L	J	I	O	W	T	Y	T
A	N	C	O	M	P	L	I	A	N	C	E	I	N	V	E	S	T	I	G	A	T	O	R
N	I	O	D	W	E	R	T	Y	U	I	O	P	A	S	D	F	G	H	J	K	L	X	Z
D	P	Q	U	A	L	I	T	Y	C	O	N	T	R	O	L	M	A	N	A	G	E	R	I
A	O	X	C	N	M	N	S	D	E	T	Y	U	O	P	I	P	Y	T	G	R	I	W	Q
R	S	S	T	O	P	S	E	R	G	F	K	L	H	G	F	D	S	A	Q	A	H	G	N
D	N	W	T	W	E	P	I	N	M	I	I	Q	N	C	X	Z	H	K	L	D	O	E	R
S	H	G	E	K	L	E	I	O	P	E	Q	W	E	R	T	Y	U	I	O	E	P	A	S
A	W	Q	S	C	N	C	K	L	H	L	S	W	E	X	A	M	I	N	E	R	E	R	T
N	O	P	T	K	L	T	K	L	H	D	W	D	S	F	G	H	J	K	L	N	M	B	V
A	W	R	E	O	I	O	N	M	B	A	O	U	Y	T	R	W	E	G	H	N	M	E	R
L	E	U	R	O	O	R	Y	T	R	G	Z	X	C	V	B	N	M	K	L	H	G	T	U
Y	S	A	D	F	G	T	R	E	W	E	U	H	N	B	V	C	X	Z	U	T	Y	O	P
S	Q	A	X	Z	C	V	F	D	S	N	U	T	G	N	M	C	X	Z	B	G	H	J	K
T	O	T	H	G	F	C	N	M	E	T	E	R	C	H	E	C	K	E	R	H	A	S	D

STANDARDIZATION SCRAMBLE #19

Unscramble each of the letter groups below to identify ten marketing careers in standardization which correspond to the ten career descriptions underneath.

1. TALQUIY LOCTRON GAMNARE
2. TINSECPOR
3. MAXEINER
4. DORPCUT STERET
5. DASTRANDS STAYALAN
6. REGDAR
7. PRELMAS
8. DEILF NAGET
9. POMCLANICE VISNETAGOTIR
10. REMET CRECHKE

1. coordinates manufacturing/marketing activities for product standards
2. checks products and procedures throughout the distribution process for weights, sizes, etc.
3. reviews forms or records against actual quantities distributed
4. compares product to standards in performance
5. supervises development and enforcement of standards
6. sorts and classifies commodities for distribution
7. tastes, smells, feels, or observes selected portions or examples
8. government or consumer agency inspector for quality
9. government inspector for health, safety, and welfare
10. inspects utilities or transportation meters to determine if the correct amount of usage has been recorded

STANDARDIZATION SCRAMBLE – KEY

Unscramble each of the letter groups below to identify ten marketing careers in standardization which correspond to the ten career descriptions underneath.

1.	TALQUIY LOCTRON GAMNARE	QUALITY CONTROL MANAGER
2.	TINSECPOR	INSPECTOR
3.	MAXEINER	EXAMINER
4.	DORPCUT STERET	PRODUCT TESTER
5.	DASTRANDS STAYALAN	STANDARDS ANALYST
6.	REGDAR	GRADER
7.	PRELMAS	SAMPLER
8.	DEILF NAGET	FIELD AGENT
9.	POMCLANICE VISNETAGOTIR	COMPLIANCE INVESTIGATOR
10.	REMET CRECHKE	METER CHECKER

1. coordinates manufacturing/marketing activities for product standards
2. checks products and procedures throughout the distribution process for weights, sizes, etc.
3. reviews forms or records against actual quantities distributed
4. compares product to standards in performance
5. supervises development and enforcement of standards
6. sorts and classifies commodities for distribution
7. tastes, smells, feels, or observes selected portions or examples
8. government or consumer agency inspector for quality
9. government inspector for health, safety, and welfare
10. inspects utilities or transportation meters to determine if the correct amount of usage has been recorded

SITUATIONS IN STANDARDIZATION #20

In each of the situations below, people with standardization careers are faced with decisions to make. Show how you feel by placing an "X" along the line to indicate your response.

1. If you were a *quality control manager* how would you treat a *loading inspector* who took "payoffs" from a competitor to approve distribution of poor quality goods to your customers?

Boot 'Em Out Burt	Second-Chance Stan

2. The *grading foreman* had talked to his nuts and bolts *grader* three times last week about incorrectly sorting and holding up shipments. The foreman has just discovered another large carton done incorrectly. The grader has an injured leg from the war. How would you feel about firing the grader if you were the foreman?

Hard-Hearted Harry	Sponge, Soft Sally

3. A *product tester* noticed one of the company's *samplers* slipping several bottles of expensive perfume into her pocketbook. If you were the tester, how would you react?

Tell-All Tillie	Closed-Mouth Clara

4. The government *compliance investigator* discovered poor meter accuracy and consulted with the company's *standards analyst.* The analyst called in his senior *meter checker* and told him about his failure to check the meter accurately. The meter checker swore at the analyst, stormed out of the office slamming the door. How would you feel about the meter checker's conduct if you were the analyst?

Disgusted Durwood	Laugh-It-Off Luke

5. The company records *examiner* checked his forms against the inventory to see if the goods marked "low quality" by the *field agent* last Tuesday had been shipped. When it was discovered the goods had been shipped, the boss fired the examiner for not checking sooner even though he had been out sick two days with the flu. How just do you think the firing was?

Real Ripoff Randy	Right-On Richard

BUYER'S BUZZ

#21

Notice the three columns below with the #1, #2, and #3. When the timer says go, see how many businesses you can name in which buying takes place and put their names in the #1 column. After the timer calls stop, sit next to your partner. When the timer gives the signal, see how many different businesses you and your partner can identify together in two minutes. After your timer gives the signal you and your partner should join forces with another pair to form a team of four. When given the okay, your team will have four minutes to see how many businesses you can name in which buying occurs. Have a student in your group serve as recorder. When *BUZZ* is called your teacher will check answers for the winning team. Follow the same rules for columns #2 and #3. Make sure that you put your ideas in the correct block under the three columns for: Single, Double, or Quad.

	"1"	"2"	"3"
	BUSINESSES	ACTIVITIES	OCCUPATIONS
SINGLE			
DOUBLE			
QUAD			

BUYING FOR A BUSINESS

#22

Buying is probably one of the most glamorous and interesting careers in business today. It involves selecting goods from all over the world and getting them delivered at the right time to use or resell to customers.

The customer is the key to all buying; and his desires and demands must be met, or no sale will take place. The customer may be a business or a person like you. Not only is buying exciting, it is challenging because the buyer must know his customer' desires, how much they buy, when they buy, and how much they are willing to pay. There are buyers in all areas of business and industry such as manufacturing, wholesaling, marketing services, and retailing. Many buying careers are available with federal, state, and local governments. A buyer must be ready to listen to sales and buying personnel, customers, and review reports. To do the job properly, he must study fads and fashion, as well as know colors, sizes and styles, materials, and quality.

Buying is not always glamorous and exciting. In deciding *what to buy,* the buyer must study past sales records of the business. Review customer want slips, shop his competitors, read trade papers, visit the markets, study available customer surveys, and check through current catalogs and price lists in order to buy the right goods.

After the buyer and his staff have done a great deal of research, a decision must be made concerning *how much to buy.* To help in making the decision, a *buying plan* is developed on the basis of money available for each type merchandise or materials, the assortment indicated by the research, and the supply that is available. He must also decide *when to buy* the merchandise to meet consumer demands and when it should be delivered according to season, climate, fashion.

The buyer's final buying decision is *where to buy.* Should he buy from a producer, wholesaler, or an agent. Should he buy at national central market, a regional trade show, or from visiting salesmen? Or should he contract with a resident buying office at a central market to do his buying for a commission?

Let's look at the specific buying careers available in the major areas of business, industry, and government.

Manufacturing and Government

Unlike wholesalers and retailers, manufacturers and government agencies buy merchandise to produce products or operate the business, rather than purchase for resale. The *Purchasing Agent* is responsible for buying all necessary equipment, raw materials, and supplies. These things include soap and paper towels for the wash rooms; display cases for merchandise; typewriters for office use; machinery and tools for production; trucks for delivery.

The *Purchasing Clerk* helps the agent to gather the information and prepare the reports of technical knowledge. Follow-up and coordination of ordered merchandise is usually handled by an *Expediter* in the purchasing department. In very large companies the person who supervises all activities and works with top executives is the *Purchasing Manager.* The *Purchase-Price Analyst* studies price trends and manufacturing processes and makes recommendations to the Purchasing Manager and top management.

Wholesalers & Retailers

Large wholesalers and retailers have a *Merchandise Manager* who determines all merchandising policies and supervises all buying personnel and activities. He is supported by a staff of *Buyers* who actually purchase the merchandise for resale to retailers and some wholesalers. *Assistant Buyers* provide salespeople with product and promotion information, as well as support the Buyer by making recommendations, reordering basic stocks, compiling customer wants, and checking on goods purchased. *Trainees* work closely with the Assistant Buyers by providing stock information as they work in sales positions. *Comparison Shoppers* check competitors' merchandise for brands, prices, styles, etc., and report to the Head Buyer and follow-up customer complaints on merchandise. A *Marketing Research Specialist* provides market and trade information.

In many smaller or more specialized retail and wholesale businesses, one person handles all buying activities. Usually he is the manager or owner of the business. Some smaller businesses hire the services of a *Resident Buyer* who has an office in a Central Market to purchase their merchandise for them. A number of specialized buyers work for more limited wholesale businesses. A few of them include:

Broker—buys goods or services as an agent or wholesaler for resale to wholesalers, retailers, service industries, producers, consumers

Dealer—buys used or damaged goods for resale in a retail outlet or to an industrial firm for recycling

Importer—buys foreign-made products for resale to retailers and wholesalers

Assembler—purchases assorted goods in small lots, combines them, and resells them in large lots or quantities

Jobber—buys merchandise in odd lots (quantities, sizes, etc.), prices and packages them if necessary, and resells them to retailers

Distributor—buys goods from a producer and handles sales, service, and promotion to retailers for a certain region of the country

Marketing Services

Some of the more interesting buying careers in Marketing Service Industries include:

Securities Broker—acts as commission agent for a client who wishes to purchase certain stocks or bonds

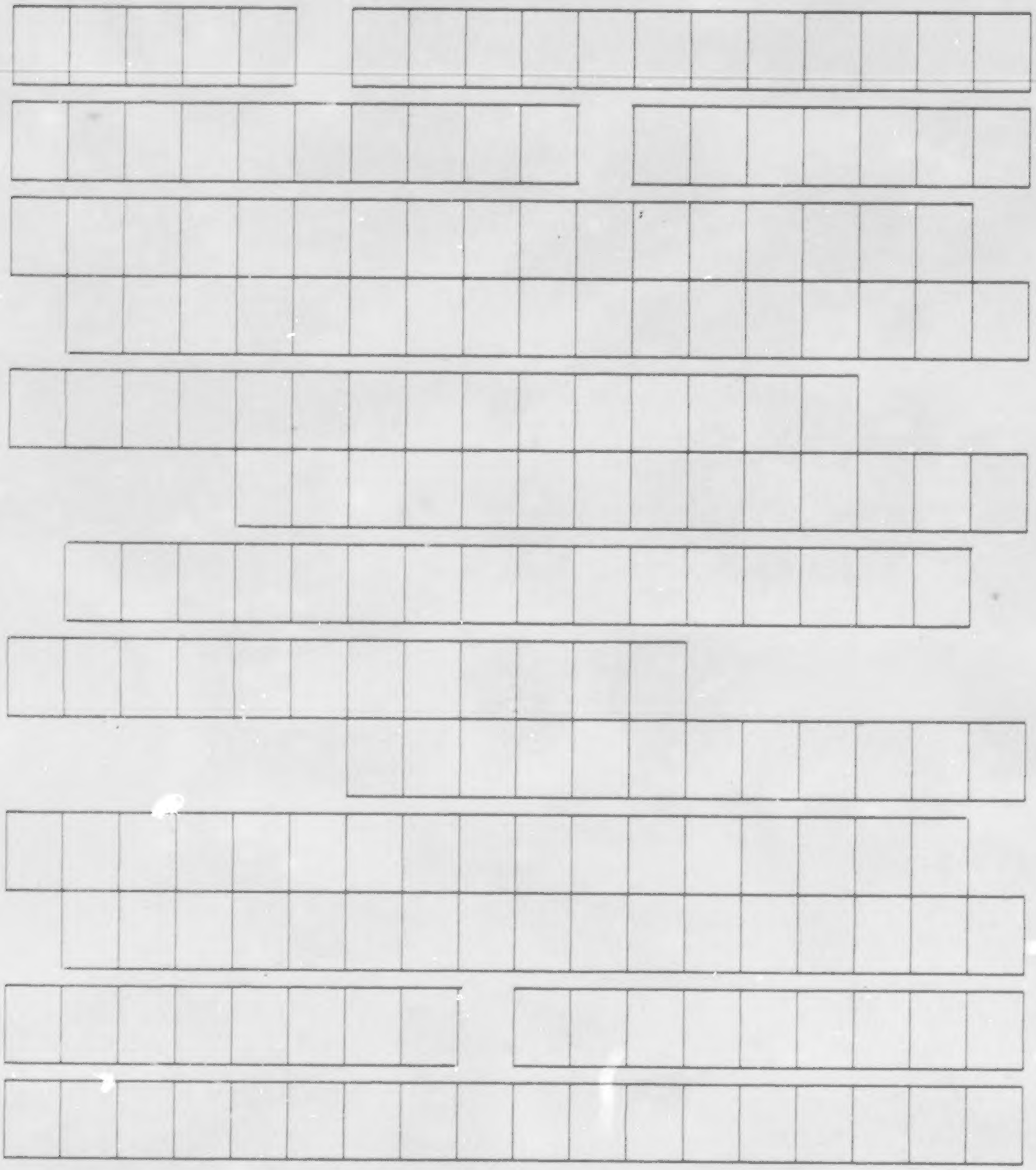
Purchasing Steward—buys foodstuffs, beverages, and operating materials for hotels and restaurants

Time-and-Space-Buyer—purchases advertising space or time on radio, tv, newspapers, billboards, magazines, etc. for any business or group

BUYER BLANKOUT

#23

Fill in the blank spaces below to find the four major buying decisions and thirteen of the careers that are available in buying.



BUYER BLANKOUT – KEY

Fill in the blank spaces below to find the four major buying decisions and thirteen of the careers that are available in buying.

1 BUYER

2 BOOKINGAGENT

3 WHERETOBUY

4 TRAINEE

5 PURCHASINGSTEWARD

6 COMPARISONSHOPPER

7 PURCHASINGAGENT

8 ASSISTANTBUYER

9 BROKER

10 WHATTOBUY

11 HOWMUCHTOBUY

12 RESIDENTBUYER

13 PURCHASINGMANAGER

14 TIMEANDSPACEBUYER

15 IMPORTER

16 WHENTOBUY

17 MERCHANDISEMANAGER

BUYER'S CAREER CBA'S

#24

Participants

3 Panelists or Teams bid on areas, answer questions
1 Moderator opens bidding, reads questions
1 Scorekeeper shows odds, indicates players points
3 Authorities make up final questions and answers
3 Judges determine correctness of answers according to given questions
– *Additional students take the losing panelists' places*
– *All students submit 5 sets of questions, 3 questions in each set*

Gameboard

C	B	A
1	2	3

Directions

Each panelist or team starts the game with 50 points and decides how much of his total he wants to wager at the beginning of the game on the first question. Each player or team may wager up to 10 points on any one round of questions. A total of ten rounds comprises one game and each round has three questions–one each for CAREERS (C), BUSINESS (B), and ACTIVITY (A). The player with the most points after 10 rounds wins.

Play is begun when the moderator asks each player or team to decide how much he wishes to wager up to 10 points and in which of the three categories he wishes to wager. To make the game more interesting, some questions are more difficult than others. The scorekeeper may indicate these odds with numbers under each of the categories as shown above. The "1" under CAREERS (C) shows that it is the least difficult, the "2" under BUSINESS (B) the next level of difficulty, and the "3" under ACTIVITY (A) is the most difficult.

Each player should be given ten cards with points of 1-10, so that he can show his wager. The player should also be given three cards, one each for CAREERS, BUSINESS, and ACTIVITY to indicate in which category he is wagering. If two or more players bid on the same area, such as CAREERS the player with the highest bid has the opportunity to answer the question, and the other player(s) do not participate in this category of questions. If two or more players choose the same area and wager the same amount of points, the moderator will open the bidding to those players and they may bid any number of points up to the amount which they possess. The player who bids the most will receive the question.

After wagering and bidding is completed, the moderator will ask the questions according to the order on the board, the CAREERS question first, the BUSINESS question next, etc., depending upon which ones have been selected. The moderator will read only those questions in the areas which have been bid upon. Each player will answer the question upon which he won the wager. If he answers correctly, his score is increased by the number of points he wagered multiplied by the odds (1, 2, or 3) in that area. If he answers incorrectly, his score is reduced only by the number of points he wagered.

For added interest, the tenth and last round of questions for the game may be played with no limits on the wagered amount except the number of points that a player has earned using the same rules for a tie bid.

COMPARISON SHOPPING SURVEY

#25

Directions: Select five products of interest to you that would be carried in the same store. Place their names in the blanks of column #1. (Example: toothpaste) Then choose three brands of each item and write their name in the correct blanks of column #2. (Example: Crest, Ultra-Brite, and Close-Up). Pick three stores and write their names in the tops of columns #3,, #4, and #5. (Example: Publix, Winn-Dixie, A & P). Visit each of the stores and compare the prices of each brand. Write each brand's prices under the columns #3,, #4, and #5.

Kind of Item	Brands Shopped			

Conclusions reached about each item:

1.
2.
3.
4.
5.

CAREERS IN PERSONAL SELLING

#26

Selling is an essential link between the producer of goods and services and the consumer. Selling is the process of assisting or persuading a customer to make a wise buying decision to meet his needs and wants. Personal selling involves a direct face-to-face or telephone contact with a customer during the actual sale or in providing special services.

A career in personal selling offers unlimited opportunities for the person who likes to work directly with people in providing information and assistance about products, giving special customer services, as well as actually conducting the sale for a good or service. A selling career is available with all four major business components in the channels of distribution, namely: Producers, Wholesalers, Retailers, and Marketing Services. Although selling is often the route taken for those who want to be top executives or managers, little formal education is usually required to begin a selling career. An outgoing, friendly personality and initiative are two important factors in the salesman's success. With these and special training as needed, the salesman may become a buyer, sales manager, or even a company president.

Some of the interesting personal selling careers that you might like to investigate include:

Producers

Manufacturer's Representative—sells a manufacturer's goods to wholesalers and retailers for resale to their customers

Industrial Salesman—sells goods used to make other goods or for the operation of a business to businesses for a producer or wholesaler

Pioneer Salesman—serves the manufacturer by promoting or selling new products, new uses for products, or new selling methods primarily to wholesalers, who are usually new customers in a new territory

Dealer Service Salesman—followsup an industrial or pioneer salesman to make sure an adequate supply of goods is on hand by taking an inventory of the customer's stock and writing orders for necessary merchandise

Missionary Salesman—employed generally by a manufacturer to contact the retail customers of wholesalers to assist the retailer in promoting and selling the manufacturer's products

Sales Manager—supervises the training and activities of salesmen for a producer, wholesaler, retailer, or marketing service industry

Demonstrator—employed by a manufacturer, wholesaler, or retailer to show a product in use to groups of prospective customers

Fashion Model—shows the features of garments by wearing them and explaining the design, styles, prices, etc., to customers for manufacturers, wholesalers, or retailers

Wholesalers

Wholesale Salesman—sells goods for a wholesaler to retailers for resale to their customers; is often called a general salesman

Detail Salesman—serves the wholesaler by checking the stock of retail customers and writing orders for goods

Rack Salesman—aids the wholesaler by inventorying a supermarket's supply of non-food items, replenishing the stock, and arranging displays

Truck Salesman—employed by the wholesaler to sell and deliver food items to various retail stores

Sales Manager, Demonstrator, and *Fashion Model* as described under "Producers"

Retailers

Service Station Attendant—provides service to motor vehicles for sale of gasoline, motor oil, and accessories to customers

Salesclerk—hired by a retail store to assist customers who do not need in-depth merchandise information and demonstration and thereby serve many customers, often for frequently bought items or lower-priced goods

Salesman—employed by a store to provide creative salesmanship in the demonstration and explanation of a product to customers for products which are not frequently bought or which are expensively-priced

Outside Salesman—sells goods for a retailer to individual customers in the home or place of business, rather than within the store

Cashier—works for a retailer or marketing service industry by handling the exchange of money for a good or service by cash or credit

Giftwrapper—provides a special customer service of wrapping merchandise that has been purchased, whether it be for mailing or for a gift

Layaway Clerk—accepts partial payment on purchase of merchandise, issues the customer a claim ticket, wraps and stores the merchandise until it is paid-in-full by the customer, keeps an inventory of layaway claim tickets

Sales Manager, Demonstrator, and *Fashion Model* as described in "Producers" above

Marketing Services

Front Desk Clerk—handles sales transactions for hotels or motels by registering guests, receiving payment in cash or by credit card issuing keys, assigning rooms, keeping room records, and assisting guests

Bellman—provides hotel or motel guests with special customer services, such as baggage handling, room service, local travel needs

Convention Manager—plans and coordinates activities within a hotel and restaurant for special functions such as conferences, exhibits, banquets, etc.

Maitre d'—coordinates activities of food and beverage workers within a restaurant for the dining room, lounge, and banquet facilities

Ticket Agent—sells tickets for transportation agencies to passengers, plans travel route, and computes the fare

Business Agent—represents entertainers in selling their talents to theatres, motion picture studios, and other entertainment centers

Advertising Solicitor—sells advertising space or time to a business for a newspaper, radio or television station, magazines, etc.

Sales Manager, Cashier, and *Fashion Model* as described in "Producers" above

Many personal selling careers involve more than one function. The ticket agent, for example, includes both the transportation and selling functions. The layaway clerk's responsibilities involve the storage, selling, and finance activities of marketing. Others, such as the real estate and insurance agents, securities salesmen, and brokers are discussed in other units.

SELECTING THE SALESMAN'S BOSS!

#27

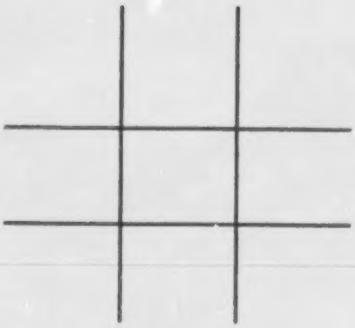
Listed below are twenty-two personal selling careers that you could choose. To the right of them are four columns representing the major business components in the channels of distribution. Place an "X" in the appropriate boxes to the right of each listed career to show the businesses for which the given career title works. Remember, in some cases more than one box will be marked.

Personal Selling Careers	*Producer*	*Wholesaler*	*Retailer*	*Services*
Manufacturer's Rep				
General Salesman				
Industrial Sales				
Detail Salesman				
Salesclerk				
Front Desk Clerk				
Service Station Attendant				
Missionary Salesman				
Rack Salesman				
Outside Salesman				
Bellman				
Demonstrator				
Business Agent				
Fashion Model				
Maitre d'				
Dealer Service Salesman				
Sales Manager				
Advertising Solicitor				
Cashier				
Convention Manager				
Ticket Agent				
Pioneer Salesman				

GAME ACTIVITY

#28

(Small or Large Groups)



Based on "Tic, Tac, Toe"*

2 – Contestants ("x" and "o") to start

1 – Moderator/Judge

1 – Authority to compile questions and answers

– All students submit 10 questions and

– All students participate as contestants

Directions

1. Each contestant is designated as an "x" or "o"
2. A coin is flipped to determine which contestant will begin the game.
3. The moderator/judge reads a question to the contestant. If the contestant gives a correct answer, he receives his "x" or "o" in the square of his choice.
4. The winner is determined when one of the contestants earns three "x's" or "o's" in a row, across, down, or diagonally. If neither contestant secures three "x's" or "o's" in a row, the contestant with five "x's" or "o's" is declared the winner.
5. The losing contestant should replace the moderator/judge and authority to allow them to participate as contestants.
6. Games may be played on paper, a blackboard, or an overhead projector.
7. For larger groups of students, teams may be used in place of individual contestants and additional students may serve as judges and authorities.

Suggestions

1. This game activity may be used to introduce a unit, as well as to reinforce or review the subject matter.
2. One way to introduce to subject of advertising is to play the game using a number of manufacturer's or other businesses' slogans or taglines. The game activity provides an excellent opportunity to lead into a discussion about the effects of advertising on the consumer, types of advertising, etc.

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ADVERTISING

Advertising Slogan or Tagline	*Business or Manufacturer*
It's the real thing	Coca Cola
You've come a long way, baby	Virginia Slims
You deserve a break today	McDonalds
The wings of man	Eastern Airlines
We try harder	Avis Rent-a-Car
It's finger lickin' good	Kentucky Fried Chicken
You can trust your car to the man who wears the star	Texaco Oil Company
Nice people with money to lend you	Associates Finance
Let your fingers do the walkin'	Yellow Pages
You've got a lot to live and got a lot to give	Pepsi Cola
Like a good neighbor --- ---- is there	State Farm Insurance
Building a better way to see the USA	Chevrolet
You expect more from ---- and you get it	American or Amoco Gasoline
----- has better ideas	Ford Motor Company
Fly the friendly skies with	United Airlines
Where shopping is a pleasure	Publix Supermarkets
You can be sure if its ----	Westinghouse
Where there's life, there's ----	Bud (Budweiser Beer)
Where Economy Originates	A & P WEO
Aren't you glad you use ---, don't you wish everybody did	Dial soap
Get your hands on a --- you'll never let go	Toyota cars
Never borrow money needlessly, but when you do, see ---	Household Finance
For those who care enough to send the very best	Hallmark Cards
Host of the highways, Coast to Coast	Howard Johnson's Lodges

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NONPERSONAL SELLING CAREERS IN SALES PROMOTION

#29

Many selling careers do not involve direct contact with the customer for purposes of conducting or assisting in a sale. Nonpersonal selling careers include those people who use special devices or techniques to provide potential customers with special information about a product, service, or business. The special techniques or devices are used to persuade the customer to purchase a particular product or service or create a favorable impression about the business involved.

Nonpersonal selling is often called "Sales Promotion." Sales promotion includes advertising, display, special promotional techniques, and public relations or publicity. Sales promotion does include some personal selling careers such as the advertising solicitor and fashion model. Those sales promotion careers we discuss here are all nonpersonal selling occupations.

Advertising

Advertising is any paid form of nonpersonal presentation of ideas, goods, or services by printed or audio-visual means for an identified sponsor. These means are called "Media," and include newspapers, magazines, billboards, flyers, radio, television, and movie theatres. Advertising offers many exciting job opportunities for people with imagination, writing ability, and drawing skill. Some of the advertising careers include the following:

Announcer—provides information about people, places, events, and happenings to audiences of radio, television, theatres, and other entertainment centers

Copywriter—obtains information about a product or service and the advertising sponsor and prepares the original copy for a printed ad or the written script for radio, television, or other audio advertising means

Illustrator—creates a picture or design to favorably show a product or service described in the copy of an advertisement

Layout Man—assembles all the parts of an advertisement into an eyecatching, attractive design

Proofreader—compares the final copy of an ad, story, article, etc. with the finished printed product to detect and correct any errors

Sign Writer—creates by hand or uses a sign printing machine to make display showcards, billboard signs, posters, and many other visual promotion aids; often is a worker in the display department of a retail store

Public Relations and Publicity

Public relations and publicity includes those activities designed to develop goodwill or a favorable public impression of a business, organization, person, or group through the news media, sponsoring special events or groups, providing special free materials or assistance. A few of the job opportunities available in public relations or publicity to consider are:

Press Agent—organizes information concerning a person or group's activities, prepares news releases, gives interviews, plans for public gatherings and otherwise acts as a liaison between a person or group and the general public

Public Relations Man (PR Man)—plans and conducts programs to develop goodwill for a business, organization, or institution

Reporter—gathers information about special events and happenings and prepares news releases for radio, television, and newspapers

Consumer Affairs Representative—provides requested information and/or materials to individuals and groups through the mail, interviews, and speeches or any other manner indicated to build goodwill for a business firm

Ground Hostess—greets and assists passengers of airlines while they are in the airport terminal with schedule changes, local information, flight data, and other matters as they arise to create favorable opinions of the airline

Display

People who work in display are involved in visually showing merchandise, often as it is used. Displays are placed within or around a business to get customers' attention and create interest in buying the displayed goods. Many people are employed in display occupations. Some of them are:

Display Designer—creates and plans merchandise displays on a drawing board including the product, props, and accessories

Display Man—arranges the merchandise and props into an attractive display as created by the designer

Display Manager—coordinates activities with other departments in determining merchandise to be displayed and supervises display workers

Display Technician—prepares and cleans display area and assembles or returns necessary merchandise and props for the display man

Display Trimmer—adds the back drops, floor coverings, and other display accessories indicated by the display man

Special Promotional Techniques

Special promotional techniques are devices, other than advertising and display, which are used during a sales promotion campaign to attract special attention and arouse a lot of interest. Usually planned by advertising personnel, these devices include fashion shows, contests, trading stamps, coupons, exhibits, samples, and sweepstakes. Display workers are frequently involved in setting up or preparing for sales promotional activities, such as fashion shows, samples, and contests. A few of the sales promotion career specialists are:

Sales Promoter—plans and coordinates special promotional campaigns using techniques, such as samples, contests, stamps, coupons, etc.

Fashion Coordinator—promotes new fashions and coordinates promotional activities such as fashion shows, in conjunction with the buying, advertising, display, and publicity departments of a store

Sample Distributor—gives customers a small amount or size of a product in hopes that the customer will like it and decide to purchase the product

ARE ADVERTISERS REACHING YOU?

#30

Does advertising have an effect upon you? For each of the following products or services, write the name of the advertiser that first occurs to you. Then write the *slogan* of that advertiser. (A *slogan* is a sentence that is used many times in advertising to impress you with a particular product or service.) An example using coffee is shown below.

Product, Service	Advertiser	Advertising Slogan
coffee	Maxwell House	Good to the very last drop
1. soft drink		
2. toothpaste		
3. headache remedy		
4. airline ticket		
5. hotel or motel room		
6. gasoline		
7. insurance		
8. hamburger		
9. automobile		
10. cosmetics		

SALES SCRAD

Participants

1 Announcer 1 Checker 2 up Players

Directions

Each player will be given a SCRAD SALES card, cardboard or paper markers, and a list of selling career titles. The career titles will be divided into five areas and designated by a letter: Personal Selling (S), Customer Services (C), Public Relations (R), Advertising Services (A), and Display and Promotion (D).

Each player will select five careers from each of the areas and write those in the spaces of his choice for the appropriate areas. When he is finished, he should have 25 careers on the SCRAD SALES card with five personal selling careers under the "S" column, five customer service careers under the "C", etc.

Play begins when the announcer draws at random a slip of paper from a box filled with selling job descriptions. He will read the selected job description, such as "prepared original copy for an advertisement." Each player must decide which job title has been defined. Using the above description, the player should know that the career described was a copywriter. He checks his card to see if it is one of the careers he wrote on his card. If so, he places a marker over the term appraiser.

A player wins a game when he correctly covers five careers in a row across, down, or diagonally. The checker will review the player's card and check the five careers against the announcer's records.

COLUMNS

S *Personal Selling*	*C* *Customer Services*	*R* *Public Relations*	*A* *Advertising Services*	*D* *Display & Promotion*
Manufacturer's Rep	Giftwrapper	Information Clerk	Announcer	Fashion Model
Front Desk Clerk	Layaway Clerk	Ground Hostess	Illustrator	Display Man
Business Agent	Bellman	Consumer Affairs Rep.	Copywriter	Fashion Coordinator
Retail Salesclerk	Missionary Salesman	Educational Director	Layout Man	Demonstrator
Ticket Agent	Safe Deposit Clerk	PR Man	Reporter	Signmaker
Wholesale Salesman	Maitre d'	Public Affairs Director	Proofreader	Display Trimmer
Industrial Salesman	Convention Manager	Social Director	Editor	Sales Promoter
Sales Manager	Decorator	Press Agent	Ad Solicitor	Display Manager

#31

Sample Gameboard:

S PERSONAL SELLING	C CUSTOMER SERVICES	R PUBLIC RELATIONS	A ADVERTISING SERVICES	D DISPLAY & PROMOTION

SELLING SELECTION

Listed below are ten types of salesmen. In the spaces provided, identify: (1) the kind of business in which he is employed, (2) the customers that he serves and (3) one activity or service in which he engages. By customers, does he serve wholesalers, retailers, consumers, services, etc.

P/N	TYPE OF SALESMAN	BUSINESS	CUSTOMERS	ACTIVITY
___	Avon Cosmetics Lady			
___	Demonstrator			
___	Business Agent			
___	Front Desk Clerk			
___	Advertising Illustrator			
___	Rack Salesman			
___	Display Man			
___	Sporting Goods Salesclerk			
___	Ground Hostess			
___	Manufacture's Representative			
___	Fashion Coordinator			
___	Service Station Attendant			
___	Sales Promoter			
___	Convention Manager			

*To the left of each selling career, indicate with a "P" if it is personal and an "N" if it is nonpersonal. Use the blank which is provided.

PERSONAL PRODUCT INVENTORY

#33

List ten products below which you have bought in the last six months. In the right columns, check those things which influenced you to buy them or which influenced you to ask your parents for them. When you are finished, your teacher will give you some more information and directions.

Name and Brand of the Product*	Friends	Salesman	Newspaper	Radio/TV

*Include a variety of products: music, clothing, cosmetics, health aids, food or beverage items, novelty goods (posters, candles, jewelry, decals).

STORAGE SITUATIONS

#34

1. As you label a final box to be transported, another shipping clerk whispers, "Why don't you slow down? You want to make the rest of us look bad?" What would you say and do?

2. As an order packer, you are selecting pieces of china to fill an order and break a cup by dropping it. Everyone else is at lunch. What would you do?

3. As the inventory clerk, you are checking shelves of auto parts, when you notice another employee slipping a carton of spark plugs into his car. What would you do?

4. As a receiving clerk, you are responsible for checking the incoming store merchandise against the order. While you are halfway through unpacking, your best friend comes in and says, "Let's go to lunch. I've only got thirty minutes!" What would you do?

5. As the warehouse manager, you hire and fire employees. One of your stock clerks has been negligent about issuing receiving records although you have talked to him several times. You are expecting a two month's rush and have a new inventory clerk you'd like to have as the stock clerk. Your present stock clerk supports an invalid mother, a wife, and three small children! What would you do?

STORAGE SEVEN

#35

Wilson's Warehouse Supervisor has just been notified that the business is "in the red." Only seven of the eleven marketing personnel in storage can remain. Four of the people must be "laid off." If you were the supervisor, which four would you let go? Indicate these with an "X" in the blank to the left of the career titles.

	Career Title	*Responsibility*
___	1. Checker	inspects incoming merchandise
___	2. Receiving Clerk	checks in merchandise against purchase invoice
___	3. Materials Handler	transports goods between dock and storeroom
___	4. Stockman	stores merchandise in an appropriate order
___	5. Inventory Control Clerk	checks merchandise on hand to determine surpluses and shortages in the warehouse
___	6. Marker	prices and sometimes labels incoming merchandise
___	7. Traffic Manager	decides method and routes of delivery or shipment
___	8. Packing Supervisor	supervises picking and packing of shipped goods
___	9. Order Picker	selects merchandise from shelves or bins to be packed
___	10. Packer	prepares merchandise for shipment in boxes, crates, etc.
	11. Shipping Clerk	checks order to see if it has been filled properly

List the four storage personnel you "laid off" in the blanks below and explain why you chose these four people.

1. ____________________ ____

____

2. ____________________ ____

____

3. ____________________ ____

____

4. ____________________ ____

CLASSIFIED STORAGE CAREERS

#36

Select one of the storage jobs and check the classified section of the newspapers to determine the job opportunities in your area of the state for those two careers. Clip six "want ads" you find and glue them in the appropriate box. Complete the columns shown for kind of business and the duties which would be involved.

Newspaper Want Ads	Kind of Business	Duties Involved

STORAGE SHAKEUP

#37

Your group is to use the method of majority rule in reaching a decision. The task assigned *must* be agreed upon by more than half of the members before it becomes a part of the group decision. A majority vote is sometimes difficult to reach. Therefore, not everyone's opinion will meet with the group's approval. Try, as a group, to make each ranking one with which *all* group members can at least partially agree. Here are some guides to use in reaching decisions:

(1) Avoid *arguing* for your own individual judgments. Approach the task on the basis of logic.

(2) Avoid changing your mind *only* in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree at least partially.

(3) Avoid "conflict-reducing" technique such as averaging or trading in reaching decision.

(4) View differences of opinion as helpful rather than as a hindrance in decision-making.

Ward's Wholesale Company's financial statement shows that high labor costs have caused the company to operate in "the red." Assume that the company manager has notified you, the warehouse supervisor, that you must cut your staff to seven. These seven people must be able to assume the responsibilities of those let go. Your task is to decide which four must leave.

Your group must reach a majority decision on which four people must be laid off in order to reduce labor costs.

You have 20 minutes to reach a decision on this problem.

(1) Traffic Manager, a 55 year-old retired Army Colonel
(2) Receiving Clerk, a "swinging" 30 year-old bachelor
(3) Inventory Control Clerk, a 35 year-old divorcee with two children
(4) Materials Handler, a 22 year-old ex-convict of bank robbery
(5) Checker, the 20 year-old daughter of the company manager
(6) Marker, the 60 year-old widow of a teacher
(7) Stockman, a 50 year-old "laid off" railroad engineer
(8) Packing Supervisor, a 40 year-old disabled war veteran
(9) Packer, a pregnant 25 year-old woman
(10) Order Picker, an 18 year-old high school student
(11) Shipping Clerk, the 30 year-old husband of the pregnant packer

Storage Shakeup Issues

#37

The following are guidelines to discuss the way in which your group arrived at a majority decision about those storage personnel who would be "laid off."

(1) What feelings were expressed in reaction to this situation? (e.g. frustration, withdrawal, anger)

(2) Did you observe any different styles of leadership? Who dominated or exerted the most influence? How and why? Were there feelings of competition for leadership? How much need was there for organization?

(3) How did the members of your group reconcile conflicts of value? (compromise, domination of one person, etc.)

(4) Was your behavior in this situation characteristic of the way you work in a group? Why or why not?

(5) Did everyone participate? Do you feel that the decision reached really represents the opinions of the majority

STORAGE SPIRAL

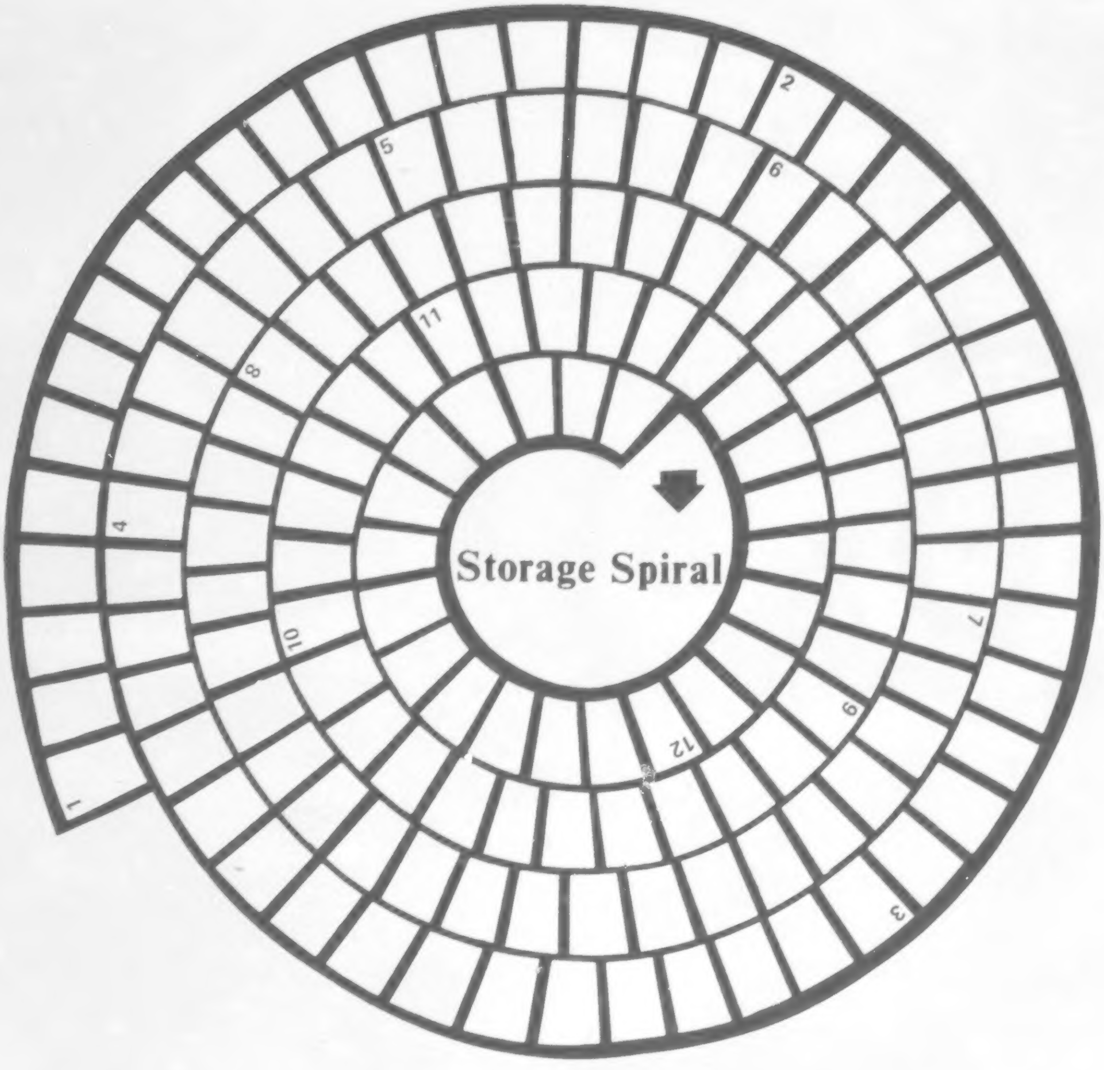
#38

Solve the storage spiral puzzle by writing the name of the storage career in the spaces which are provided to match its description below. Each of the careers is listed according to the order in which they would be involved in the receipt, stocking, and shipment of goods. In the case of some jobs which could be involved more than once, it is placed where it would first be involved.

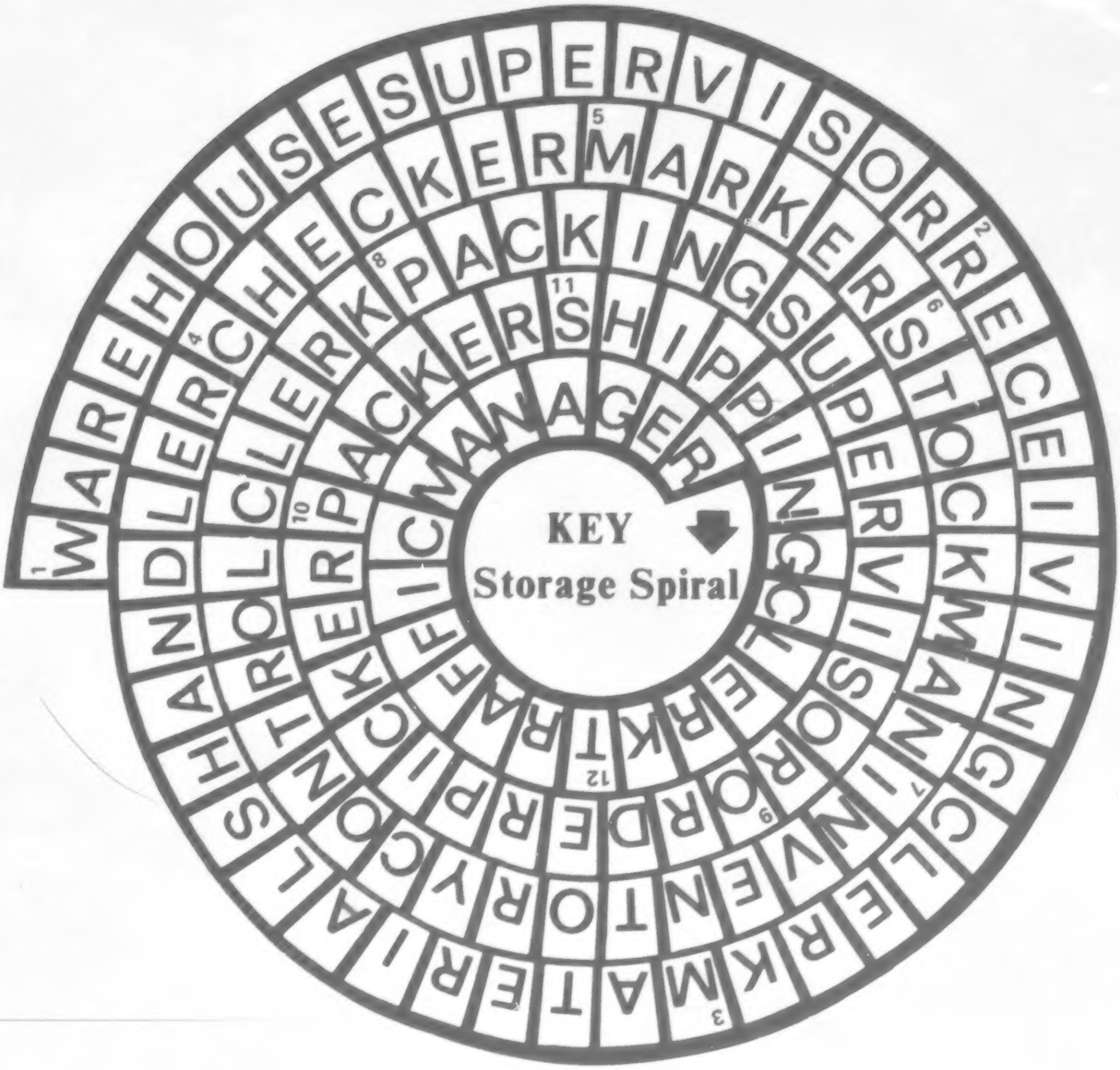
Descriptions:

1. coordinates activities within the warehouse
2. checks in merchandise against purchase invoices and orders
3. transports goods between dock, receiving, storage, packing, and shipping
4. inspects incoming merchandise for amounts, quality, etc.
5. prices and sometimes labels incoming merchandise
6. stores merchandise in an appropriate order
7. checks merchandise on hand to determine surpluses and shortages in the warehouse
8. supervises picking and packing of shipped goods
9. selects merchandise from shelves or bins to be packed
10. prepares merchandise for shipment in boxes, crates, etc.
11. checks order to see if it has been filled properly
12. decides method and routes of delivery or shipment

#38


Storage Spiral
1
2
3
4
5
6
7
8
9
10
11
12

#38


KEY
Storage Spiral
1 WAREHOUSE SUPERVISOR
2 RECEIVING CLERK
3 MATERIALS HANDLER
4 CHECKER
5 MARKER
6 STOCKMAN
7 INVENTORY CLERK
8 PACKING SUPERVISOR
9 ORDER PICKER
10 PACKER
11 SHIPPING CLERK
12 TRAFFIC MANAGER

TRANSPORTATION TRACE

Listed below are four products and the cities in which they are naturally or originally produced. Each of these products must be sent to another producer for processing or converting. Then they must be shipped to a regional wholesaler or distributor. The wholesaler or distributor can then send these goods to a local retailer or marketing service industry. The item might then be delivered to a consumer's home, as in the case of water or home heating fuel oil.

You are given the starting points for each of the products on the attached sheet. Decide where on the map each product will reach its final destination. Next decide where the processor or converter will be located. Then pick a point about 500 miles away for a wholesaler or distributor. If the final destination point represents the consumer, then add another point to represent the retailer or marketing service industry. Trace the transportation paths that would be used to move the goods from the original point to the final destination. Show the various methods of transportation that would be used by using different colored pencils, different kinds of lines, or drawing symbols.

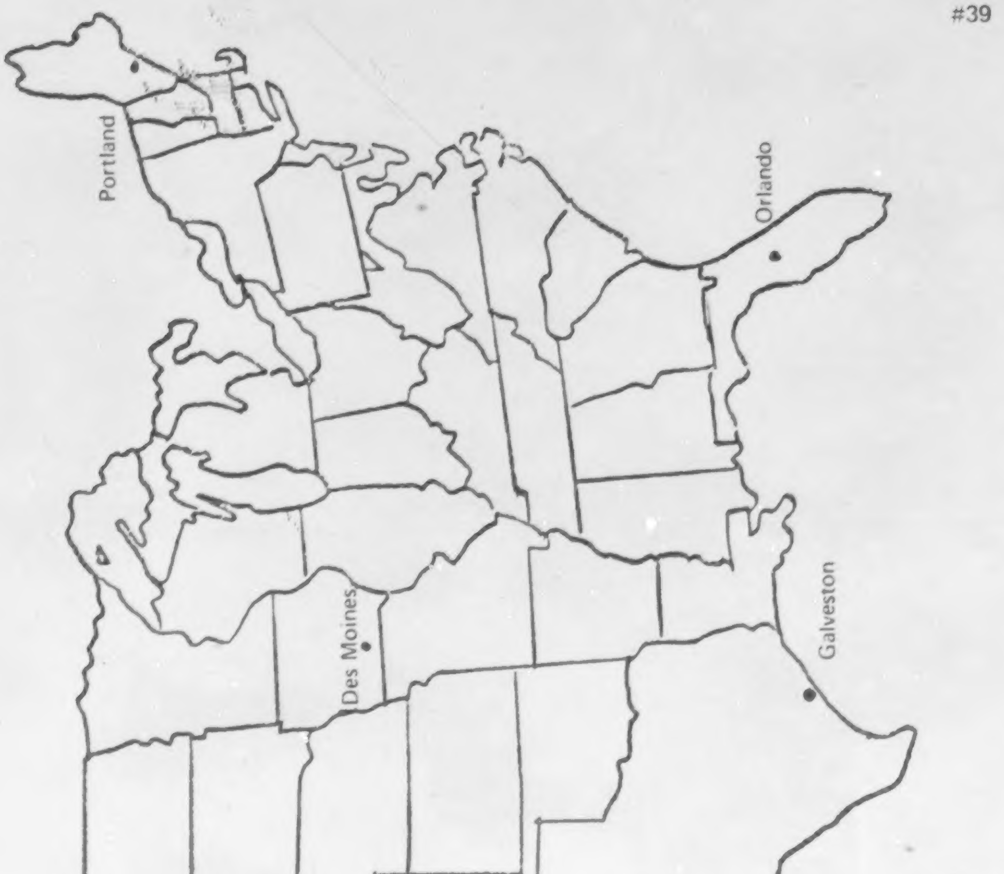
Original Product	*Starting Point*	*Finished Product*
Ears of corn	Des Moines, Iowa	Cans of corn
Crude oil	Galveston, Texas	Home Fuel Oil
Oranges	Orlando, Florida	Frozen orange juice
Lobsters	Portland, Maine	Fresh Lobsters

After you have traced the transportation routes on the map, select one of the products and list the methods of transportation that would be used in the spaces identified below. Next to each method, write the titles of three careers that would be involved for that mode of transportation.

Transportation Method	*Transportation Career*	*Transportation Career*	*Transportation Career*

#39

#39


Portland
Orlando
Des Moines
Galveston

TRANSPORTATION PROBE #40

Listed below, you will find forty careers in transportation. Each has been placed under the method of transportation in which it can be found. Thirty-six of these are hidden in the transportation puzzle on the next page. When you find them, circle the complete career title. Clue: there are 16 careers across, 14 careers down, and 6 careers diagonally.

Transportation Careers and Methods

Airlines

Airline Stewardess

Flight Control Specialist

Crew Scheduler

Ramp Attendant

Cargo Agent

Reservationist

Ticket Agent

Schedules Analyst

Highways

Routeman

Dispatch Clerk

Rate Clerk

Bus Tracer

Claims Advisor

Driver

Limousine Router

Operations Director

Railroads

Conductor

Stationmaster

Porter

Callboy

Scaler

Motorman

Brakeman

Yardmaster

Waterways

Traffic Checker

Longshoreman

Dock Boss

Importing Clerk

Purser

Steward

Freight Handler

Export Manager

Pipeline

Water Dispatcher

Dealer Recruiter

Watermaster

Meter Reader

Gager

Field Supervisor

Services Assistant

Pumping Station Operator

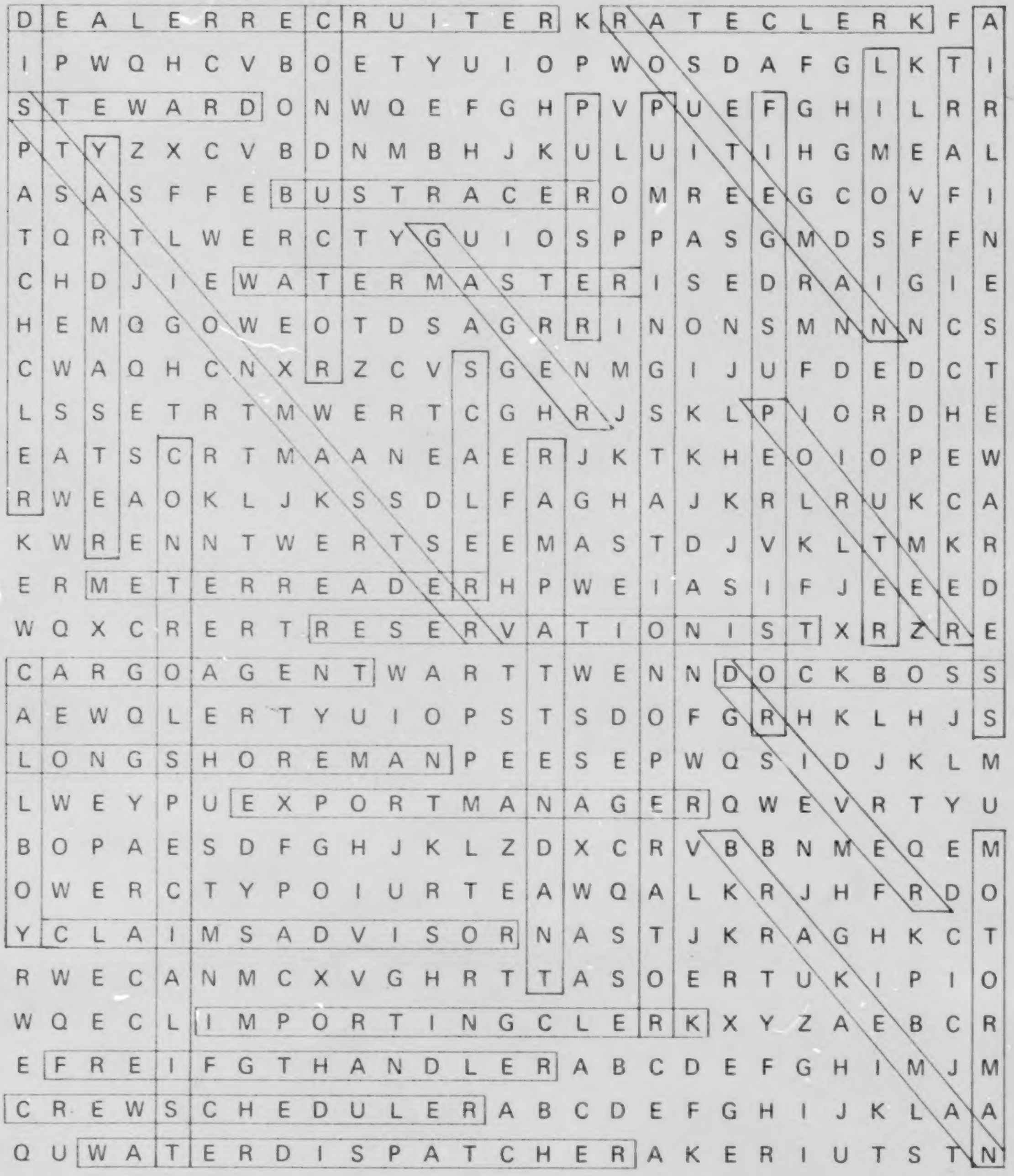
TRANSPORTATION PROBE

#40

D E A L E R R E C R U I T E R K R A T E C L E R K F A
I P W Q H C V B O E T Y U I O P W O S D A F G L K T I
S T E W A R D O N W Q E F G H P V P U E F G H I L R R
P T Y Z X C V B D N M B H J K U L U I T I H G M E A L
A S A S F F E B U S T R A C E R O M R E E G C O V F I
T Q R T L W E R C T Y G U I O S P P A S G M D S F F N
C H D J I E W A T E R M A S T E R I S E D R A I G I E
H E M Q G O W E O T D S A G R R I N O N S M N N N C S
C W A Q H C N X R Z C V S G E N M G I J U F D E D C T
L S S E T R T M W E R T C G H R J S K L P I O R D H E
E A T S C R T M A A N E A E R J K T K H E O I O P E W
R W E A O K L J K S S D L F A G H A J K R L R U K C A
K W R E N N T W E R T S E E M A S T D J V K L T M K R
E R M E T E R R E A D E R H P W E I A S I F J E E E D
W Q X C R E R T R E S E R V A T I O N I S T X R Z R E
C A R G O A G E N T W A R T T W E N N D O C K B O S S
A E W Q L E R T Y U I O P S T S D O F G R H K L H J S
L O N G S H O R E M A N P E E S E P W Q S I D J K L M
L W E Y P U E X P O R T M A N A G E R Q W E V R T Y U
B O P A E S D F G H J K L Z D X C R V B B N M E Q E M
O W E R C T Y P O I U R T E A W Q A L K R J H F R D O
Y C L A I M S A D V I S O R N A S T J K R A G H K C T
R W E C A N M C X V G H R T T A S O E R T U K I P I O
W Q E C L I M P O R T I N G C L E R K X Y Z A E B C R
E F R E I F G T H A N D L E R A B C D E F G H I M J M
C R E W S C H E D U L E R A B C D E F G H I J K L A A
Q U W A T E R D I S P A T C H E R A K E R I U T S T N

TRANSPORTATION PROBE – KEY

#40



D	E	A	L	E	R	R	E	C	R	U	I	T	E	R	K	R	A	T	E	C	L	E	R	K	F	A
I	P	W	Q	H	C	V	B	O	E	T	Y	U	I	O	P	W	O	S	D	A	F	G	L	K	T	I
S	T	E	W	A	R	D	O	N	W	Q	E	F	G	H	P	V	P	U	E	F	G	H	I	L	R	R
P	T	Y	Z	X	C	V	B	D	N	M	B	H	J	K	U	L	U	I	T	I	H	G	M	E	A	L
A	S	A	S	F	F	E	B	U	S	T	R	A	C	E	R	O	M	R	E	E	G	C	O	V	F	I
T	Q	R	T	L	W	E	R	C	T	Y	G	U	I	O	S	P	P	A	S	G	M	D	S	F	F	N
C	H	D	J	I	E	W	A	T	E	R	M	A	S	T	E	R	I	S	E	D	R	A	I	G	I	E
H	E	M	Q	G	O	W	E	O	T	D	S	A	G	R	R	I	N	O	N	S	M	N	N	N	C	S
C	W	A	Q	H	C	N	X	R	Z	C	V	S	G	E	N	M	G	I	J	U	F	D	E	D	C	T
L	S	S	E	T	R	T	M	W	E	R	T	C	G	H	R	J	S	K	L	P	J	O	R	D	H	E
E	A	T	S	C	R	T	M	A	A	N	E	A	E	R	J	K	T	K	H	E	O	I	O	P	E	W
R	W	E	A	O	K	L	J	K	S	S	D	L	F	A	G	H	A	J	K	R	L	R	U	K	C	A
K	W	R	E	N	N	T	W	E	R	T	S	E	E	M	A	S	T	D	J	V	K	L	T	M	K	R
E	R	M	E	T	E	R	R	E	A	D	E	R	H	P	W	E	I	A	S	I	F	J	E	E	E	D
W	Q	X	C	R	E	R	T	R	E	S	E	R	V	A	T	I	O	N	I	S	T	X	R	Z	R	E
C	A	R	G	O	A	G	E	N	T	W	A	R	T	T	W	E	N	N	D	O	C	K	B	O	S	S
A	E	W	Q	L	E	R	T	Y	U	I	O	P	S	T	S	D	O	F	G	R	H	K	L	H	J	S
L	O	N	G	S	H	O	R	E	M	A	N	P	E	E	S	E	P	W	Q	S	I	D	J	K	L	M
L	W	E	Y	P	U	E	X	P	O	R	T	M	A	N	A	G	E	R	Q	W	E	V	R	T	Y	U
B	O	P	A	E	S	D	F	G	H	J	K	L	Z	D	X	C	R	V	B	B	N	M	E	Q	E	M
O	W	E	R	C	T	Y	P	O	I	U	R	T	E	A	W	Q	A	L	K	R	J	H	F	R	D	O
Y	C	L	A	I	M	S	A	D	V	I	S	O	R	N	A	S	T	J	K	R	A	G	H	K	C	T
R	W	E	C	A	N	M	C	X	V	G	H	R	T	T	A	S	O	E	R	T	U	K	I	P	I	O
W	Q	E	C	L	I	M	P	O	R	T	I	N	G	C	L	E	R	K	X	Y	Z	A	E	B	C	R
E	F	R	E	I	F	G	T	H	A	N	D	L	E	R	A	B	C	D	E	F	G	H	I	M	J	M
C	R	E	W	S	C	H	E	D	U	L	E	R	A	B	C	D	E	F	G	H	I	J	K	L	A	A
Q	U	W	A	T	E	R	D	I	S	P	A	T	C	H	E	R	A	K	E	R	I	U	T	S	T	N

TRANSPORTATION THROUGH THE CHANNELS* #41

Select any one of the following products and prepare a chart showing the kinds of transportation that would be used to get the product from a producer to a wholesaler, a wholesaler to a retailer, and a retailer to the consumer.

- Records or Tapes
- National Magazines
- Automobiles or Trucks
- Fuller Brush Items
- Brazil Coffee
- Clothing Accessories
- Frozen Orange Juice
- Cosmetics/Beauty Aids
- Gasoline, Fuel Oil
- Oriental Novelties
- Air Mail Letter
- Sports Equipment

PLAN AND SKETCH YOUR CHART IN THE SPACE BELOW:

____

(Kind of Product)

---

*The five methods of transportation are:
airlines, highways, pipelines, railroads, and waterways

TRANSPORTATION TWIRL #42

Participants

1 Moderator/Judge 2 Teams 1 Scorekeeper/Timer

Directions

The purpose of this game activity is to familiarize students with transportation careers and their functions. Develop a roulette wheel with transportation methods similar to the one illustrated on the back of this paper on a sheet of posterboard. It should have 6 spokes, 5 transportation methods, and 1 bonus area. Have each student submit 5-8 questions on an assigned method, such as air, highway, pipeline, etc. These should be assigned so that you will have at least 10 questions for each of the methods. Samples of these have been shown below using a true-false format. If time allows, have students prepare the questions on cards after you have edited them.

Select a student to serve as the moderator/judge and one student to act as the scorekeeper/timer. Divide the rest of the class into two teams and have each of the teams choose a captain. Each team captain will arrange his group in the order to which they will take their turns at the wheel. The moderator will flip a coin to determine which team will begin the game.

The first player of the team winning the toss starts the game by spinning the arrow. If the arrow stops on a transportation method, the moderator will read a question pertaining to a career related to that transportation method. If he answers correctly, his team receives one point. If he does not answer correctly, the first player on the opposite team may answer the question. If the opposing team player is correct, he scores a point for his team and also takes his turn. If the opponent's player is not correct, his team does not earn a point but he still takes his turn. Anytime a player cannot answer a question, the opposing team's next player may answer the question for a point, as well as take his scheduled turn.

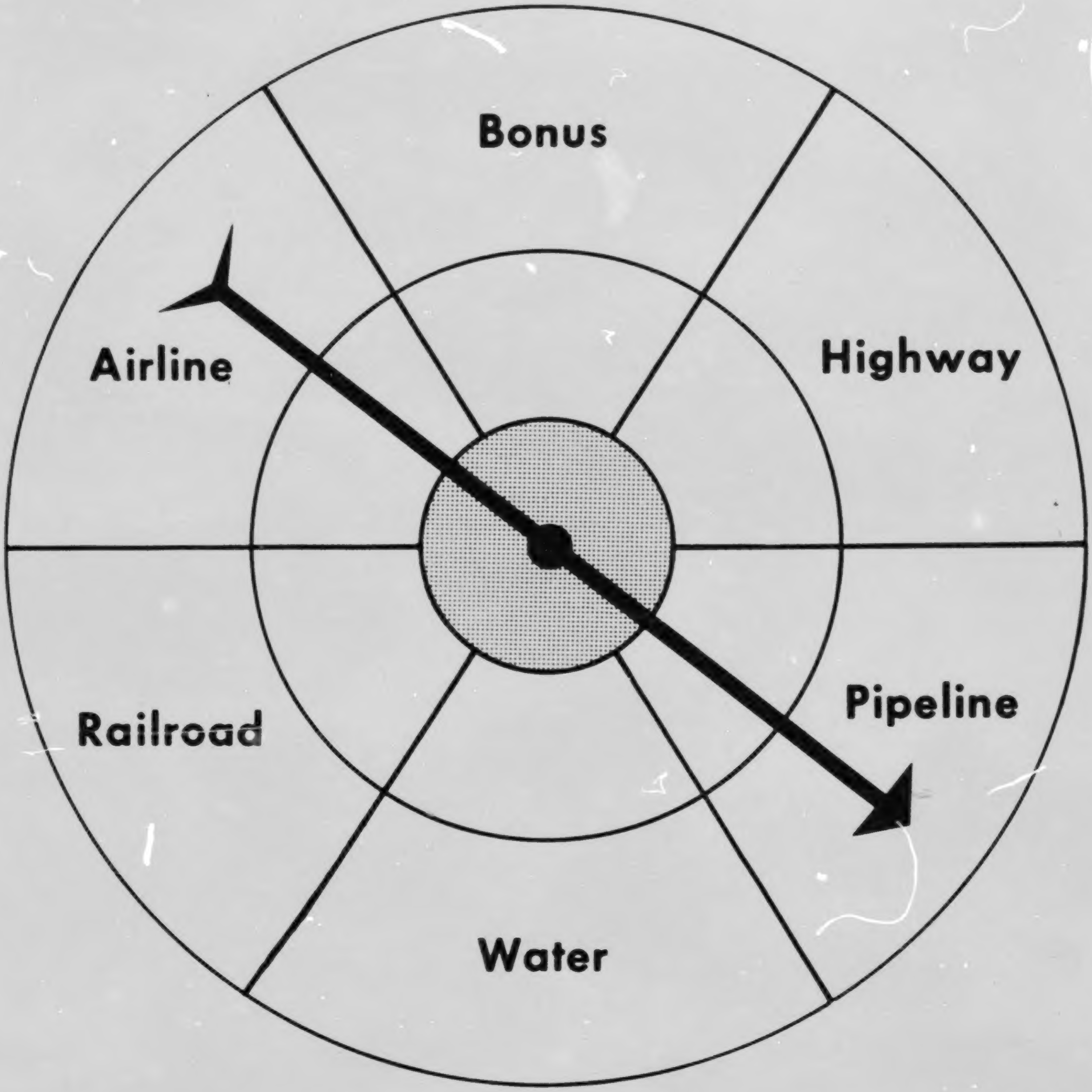
Each team player has 10 seconds to give an answer. Only one answer will be accepted. The player receiving the question may not consult with other members of his team. If a player spins the arrow and it rests on the "Bonus" area, his team earns 5 extra points, as well as a chance to spin the arrow again. The game may be played for a class period, for a set time limit, such as 15 minutes, or for a total number of points, 15 points for example.

Sample Questions

AIRLINE	The Airline Stewardess demonstrates safety equipment and explains emergency procedures. Answer: TRUE
HIGHWAY	Motor dispatchers distribute route assignments to truck drivers. Answer: TRUE

TRANSPORTATION TWIRL

#42


Bonus
Airline
Highway
Railroad
Pipeline
Water

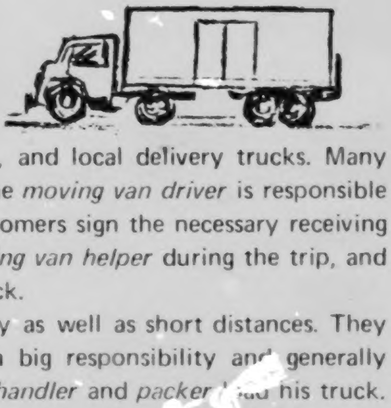
TRANSPORTATION: Getting It There! #43

Have you ever thought about the importance that transportation plays in our lives. The food we buy, the clothes we wear, the cars we drive in, and the water we drink are all transported to us by one method or another. Five methods are used to transport goods and people—aircraft, highways, pipelines, railways, and waterways. These transportation industries offer a wide selection of career opportunities.

Aircraft

Careers in aircraft are very popular today. The *airline stewardess,* sometimes called a *flight attendant,* is responsible for greeting the passengers as they board the plane and making them comfortable during the flight. She must also inform them of safety measures, procedures, and equipment. The *ramp attendant* welcomes the passengers at the gate, checks their tickets, assigns them seats, and provides them with travel information before they board the plane. The *ticket agent* plans flight routes, computes the ticket costs, makes reservations, issues tickets, and checks baggage. Sometimes, he specializes in doing part of the activities. A *reservationist* is a specialist in making flight arrangements in advance. Usually, he or she handles requests by telephone.

Technical details of scheduling planes arriving and departing are supervised by the *flight control specialist,* also called the *air traffic controller.* He is assisted by the *flight dispatcher,* who talks to the *airline pilots* landing or taking off in the planes. The *crew scheduler* is responsible for assigning pilots, *navigators,* and stewardesses their flight times. Many other people are employed including the *skycap* who brings luggage to and from buses or cars. The *cargo agent* handles freight that is being shipped by air, and the *airport superintendent* or *airport manager* directs and controls all the activities and personnel.



Highways

Highways include commercial buses, long-distance trucks, and local delivery trucks. Many people earn their living working for a moving van company. The *moving van driver* is responsible for checking merchandise loaded on the truck and having customers sign the necessary receiving forms, as well as for driving the truck. He is assisted by a *moving van helper* during the trip, and a *moving van loader* and *packer* put the merchandise in the truck.

Many trucking firms haul all kinds of goods cross country as well as short distances. They carry foods, fuel, cars, and materials. The *truck* driver has a big responsibility and generally receives a very good salary for long-distance driving. A *freight handler* and *packer* load his truck.

Most of us have riden on a bus at one time or another. Aside from the *bus* driver who takes us where we want to go, there is a *baggageman* who checks on baggage to and from our destination. The terminal agent sells us our tickets and gives us information, and the *terminal* *manager* supervises all the activities. If our bus is late, the *bus tracer* checks to find out the bus' location and expected time of arrival.

When things are delivered locally by either a transportation company or a company with a transportation department in it, the schedules and routes are the responsibility of the *traffic manager* or supervisor. The man who actually takes the goods to their destination is known as the *deliveryman* or *routeman.*

Pipelines

Most of us don't usually think of pipelines as a form of transportation. If you want a drink of water, though, you probably turn on a faucet to get some. A worker who comes to check the amount of water your family has used for the past month is called a *meter reader.* Water that is distributed in a government-controlled irrigation district is under the direction of a *watermaster.* He supervises the equal allotment to all people and handles any complaints. In the oil industry, the men who fill and transfer oil are called *pumping station operators.* New distributors and station operators are solicited by the dealer *recruiter.*

Railroads

Railroads have helped play a major role in the development of this country as the leading industrial nation in the world. They have been used to transport all kinds of products including cattle, grain, coal, and cars. The people who are responsible for the loading of cars are called *yardmen* and they are supervised by a *yardmaster.* The *stationmaster* directs and controls all activities and personnel in the train station, while the *conductor* is in charge of everything on the train. The conductor collects tickets from passengers and assists them in any way he can. The *porter* carries luggage for passengers and provides any special services needed, such as pillows. The *brakeman* and *motorman* assists him in running operations within the train in conjunction with the engineer. The *station agent* sells customers tickets, makes reservations, and plans routes. The *callboy* notifies employees of their work times and approaching trains.

Waterways

Our waterways are used to move goods long-distance fairly inexpensively. *Dock hands* are in charge of loading and unloading merchandise from ships, tugboats, tankers, barges, etc. These men are supervised by the *dock boss.* The *importing clerk* is responsible for checking arriving merchandise to make sure it is the proper kind, style, amount, etc. The *export manager* controls all the personnel and activities involved in the shipment of goods out of the country.

The *steward* on a ship or leisure liner assists passengers with their luggage, as well as provides many special services. The ship, of course, has *waiters* to serve the meals. A special job opportunity available on a cruise ship is that of a *tour guide.* The tour guide escorts passengers on special trips when they land in port. The *recreation or social director* is in charge of coordinating all on board and planned on shore activities for the passengers. The financial matters on the ship are handled by the ship's *purser.*

TRANSPORTATION THINKERS #44

Analyze each of the transportation situations below. Think about the possible choices and then decide what you would do in that particular situation.

1. As an airline stewardess, Marcia was responsible for informing passengers of safety regulations, equipment, and procedures. Just as the airplane was about to take off from the runway, Marcia noticed that one of the passengers had not extinguished his cigarette. When she asked him to please put it out, he barked, "That's a stupid rule. I'm going to finish this cigarette." If you were Marcia, what would you do?

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2. Bob was enthusiastic about his new position as the stationmaster. Now, he was in charge of directing and controlling all personnel and activities in the train station. He wanted to make some changes. The place looked dull and drab, but he only had $200 for improvements in the budget. He knew he could get some good materials with that money, but he would not be able to hire any labor to do the work. Bob decided that he would assign some of the station workers, including the callboys, yardmaster, and the redcaps, to work half of their hours during the next two weeks on station improvements. It was a slow time of the year, and they could work shorthanded at times. He didn't want to antagonize the workers, but he wanted to improve the image of the station. If you were Bob, how would you persuade the employees that they should work on improving the station's appearance?

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3. Charles, the dock boss for United Shipping, was in charge of hiring and firing all of the deck hands who loaded and unloaded freight from the company ships. Last week his export manager had asked him to hire his son to work for the summer months. Charles had talked to the young man several times, but he just would not work like everyone else. He would take two hours for lunch, come in late, and leave early. The other men resented his getting paid for the work he wasn't doing. If you were Charles, how would you handle this situation with your manager's son?

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4. As the ship steward, Sam was charged with making the ship's passengers comfortable. He handled their luggage, tidied their rooms, and performed many little services for them. Two passengers in one of his assigned cabins were fighting and throwing things at 3 A.M. in the

morning. People in four other surrounding cabins complained to him that the noise had been going on for two hours, and they could not get any rest. If you were Sam, how would you solve this problem?

5. Liza served as the ramp attendant for Sky Airlines. She greeted the passengers, checked their tickets, assigned them seats, and provided travel information before they boarded the plane. The last passenger for the next flight checked in, and she gave him the final seat available on the plane. The seat was in the rear of the plane. The man hollered, "I am not going to sit back there. I want another seat in the front. I have to get off the plane right away for a dinner appointment." Liza knew that he was the president of a large manufacturing company. What would you do?

6. The Watermaster, Bryan Williams, is responsible for supervising and coordinating all activities for the government-controlled irrigation district. As the public relations man, he not only establishes policies for allocating water, but he informs people of changes and handles complaints. Today Mr. Swenson complained that he was not receiving as much water as he should and that his crops were wilting. In checking the records, you find that he is actually receiving more than he should. Now, you must lower his amount. How would you explain this to Mr. Swenson?

7. As the dealer-recruiter for a major oil company, Ken had convinced an independent service station operator to join the company team. To do this, the owner had made changes in his policies and business operation, as well as paid for special equipment and materials. In the past year the man's sales had decreased and the company had decided to drop him. If you were Ken, how would you explain this to the station owner?

8. Thane, the passenger car conductor, supervises and coordinates activities and the train crew. As he was collecting tickets in one car, he saw a man hit a woman across the face. The man hit her again, and she fell to the floor. If you were in Thane's position, how would you handle this situation?

9. As a baggageman for a bus company, Jack receives and returns baggage to passengers at the bus terminal. According to company policy, he issued a ticket for each piece of baggage that is checked. A nice looking young woman asked Jack to hand her the box behind him. When he asked her for her claim receipt, she said, "The baggageman in Tampa didn't give me one." Jack noticed a company tag on the box. What do you think Jack should do?

10. Joyce handled the airline counter during the midnight shift. As the only ticket agent on duty, she had to issue tickets, check bags, plan routes, and compute costs. For some reason, tonight was very busy. One man had asked her to check four different flights to three different cities. Two planes were scheduled to depart in thirty minutes and nine people with bags were in line behind the man. The man now asks her to give him information about three more flights to three other cities. Joyce is concerned about the other people getting on the plane. If you were Joyce, what would you do?

11. Melanie, the export manager of a large shipping company, noticed one of her export clerks accepting a cash payment from a customer and putting the money into her shirt jacket pocket. Melanie was puzzled because the clerk was one of her best workers. How would you handle this situation if you were Melanie?

12. As the bus tracer for a well-known bus company, Sheila checks on buses that were late to determine the reason and the expected time of arrival. Just as she was about to go to lunch, the terminal manager asked her to check on a bus that was twenty minutes late. The bus

was often late. She knew it would take her at least fifteen minutes to track it down. She'd miss having lunch with her husband. What should Sheila do?

MARKETING CAREERS IN FINANCE

#45

Study each group of financial careers below. Using the list of businesses given, decide which kind of business should be the heading for that group of finance careers. Each finance career within a group is found in the same kind of financial institution or other marketing business.

- Commercial Bank
- Credit Union
- Department Store
- Finance Company
- Manufacturer
- Real Estate Agency
- Stock Exchange Firm
- Wholesale Distributor

____

President
Cashier
Teller
Loan Officer
Trust Officer

____

Credit Interviewer
Credit Investigator
Finance Manager
Credit Collector
Repossessor

____

Securities Salesman
Financial Analyst
Securities Broker
Floor Rep (Broker's)

____

Credit and Control Manager
Charge Authorizer
Credit Clerk
Customer Service Advisor

____

Credit Manager
Credit Checker
Claims Adjuster
Collection Agent

____

Loan Officer
Credit Interviewer
Credit Authorizer
Account Collector

____

Real Estate Agent
Real Estate Appraiser
Real Estate Closer
Rental Agent

____

Financial Economist
Controller
Claims Clerk
Treasurer

FINANCE CAREERS IN BUSINESS #46

Study each of the marketing finance careers listed below and decide in which of the businesses that career would be found. Remember, in a few cases the career title may apply to more than one business. Each of the eight boxes on the following pages has a heading with a kind of business. Under this heading are lines for you to write the career titles which can be found in that business. Hint: Not all of the lines in every box will be filled.

Credit Authorizer
Floor Representative
Teller
Charge Authorizer
Securities Broker
President
Credit Interviewer
Trust-Vault Clerk
Finance Manager
Account Collector
Financial Economist
Trust Officer
Financial Analyst
Credit Clerk
Claims Adjuster
Repossessor
Real Estate Broker

Real Estate Appraiser
Credit Manager
Controller
Real Estate Closer
Credit Investigator
Loan Officer
Real Estate Agent
Credit and Control Manager
Treasurer
Claims Clerk
Cashier
Securities Salesman
Customer Services Advisor
Credit Checker
Credit Collector
Property Rental Agent
Collection Agent

#46

Commercial Bank

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Finance Company

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General Warehouse

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Credit Union

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#46

Stock Exchange

Department Store

Real Estate

Car Manufacturer

QUIZ SHOW #47

GAME ACTIVITY
(Small or Large Groups)

*Based on "Jeopardy" TV Show**

1 – Scorekeeper

3 – Panelists or teams

1 – Moderator

2 – Judge/Authority

– All students submit at least three questions for each of the given categories

Categories of Information

	A	B	C	D	E
POINT VALUES	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4	4	4	4	4
	5	5	5	5	5

Directions

1. Four to six categories of information are selected for a unit or course. Authorities prepare the final copies of questions and answers.
2. Questions and answers are selected for each of the categories and are arranged in order of difficulty (1–least difficult; 5–most difficult).
3. A panelist receives the number of points related to questions he answers. The panelist with the most points at the end of the game is declared the winner and meets two new challengers for a new game.
4. Time limit per game—15 minutes. Panelist or team with the most points wins.
5. Game is begun by each panelist or team representative drawing a slip of paper from a box. Each slip is marked 1, 2, and 3. The panelist or team member drawing the #1 slip begins the game.
6. The panelist or team member then selects the category and point value of the question he wishes the moderator to read.
7. The moderator reads the chosen question. When the panelist thinks he has the correct answer, he rings his bell. The first panelist to ring his bell is given the opportunity to answer the question. If his answer is correct, he receives the corresponding points. If his answer is incorrect, he does not receive any points, and his opponents receive the opportunity of ringing their bells to give the answer. The first panelist to ring answers the question. If none of the panelists gives a correct answer, the last person to answer correctly will select the next category and point value question. Each succeeding question (category and point value) will be selected by the last panelist giving a correct answer.
8. Blocks representing a category and point value (such as B-2) should be blocked out with an "x" on the blackboard or an overhead transparency to keep the students informed of the remaining categories and point value questions. If a bulletin board or pegboard are used, cards for each category and point value may be removed as they are selected by panelists.

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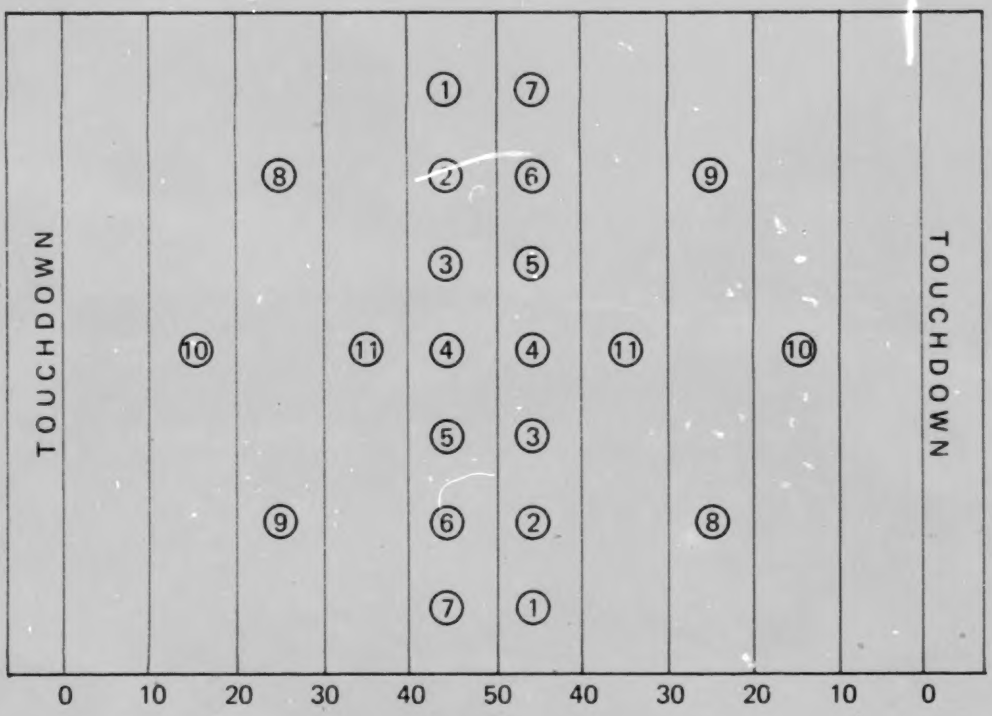
FINANCE FOOTBALL*

#48



Participants

2 Teams (11 players each)	1 Referee	1 Scorekeeper	1 Timer

Preparation

Develop 5 sets of questions in varying degrees of difficulty. For example, questions for 10 yards should be the least difficult and questions for 50 yards should be the most difficult. A special "Bonus" set of questions should be prepared for the extra touchdown point.

Draw a football diagram similar to the one shown above on the chalkboard, overhead projector, or bulletin board. Divide the class into two teams. Have each team select their quarterback (#11). Ask each player to assume a position for his team on the front line (#1-7), as a halfback (#8-9), or as the fullback (#10).

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Directions

Flip a coin to see which team will begin the game from the center 50 yard line. The quarterback of the team winning the toss decides how many yards his team will try to gain. In each succeeding play, the quarterback will always decide the number of yards his team will attempt.

When the quarterback has selected the number of yards to be attempted, the referee draws the top card from that stack of questions. The left end (Player #1) would answer the question. If he is correct, his team earns the number of yards attempted. If the number of yards gained is 50, the team would earn a touchdown or 6 points. If the number of yards earned was less than 50, the team has the opportunity to attempt more yards. The quarterback would then select the number of yards to attempt, and the next player, the left tackle (Player #2) would answer the question. A team may continue gaining yards by answering questions until a touchdown is earned.

If the player on the offensive team "fumbles" and cannot answer his question correctly, his opposing player on the defensive team may "intercept" and answer the question. If the defensive player is correct, his team advances the number of yards toward their goal line for a touchdown. For example, Player #1 on the gray team (left half of the above diagram), could not answer a question for 30 yards. His opposing player would be the right end on the defensive team, Player #7 on the white team. If Player #7 correctly answers the question, his team would then become the offensive team and would advance 30 yards.

However, if the defensive player (in the foregoing example, Player #7) fails in his attempt to intercept, the quarterback #11 on the offensive team may designate any other player on his team to answer the question. If that player is correct, the team earns the number of yards attempted. If he is not correct, the team loses the ball. The defensive team would then become the offensive team and begin play at the 50 yard line.

Each offensive player has 30 seconds in which to answer his question. If he fails to give any answer within 30 seconds, his team is penalized for "delay of action." The team would be pushed back 10 yards. The defensive player has 30 seconds in which to "intercept" the question. If he does not give any response, his team is penalized for "holding" and the offensive team would advance 10 yards.

When a team scores a touchdown for six points, it may earn an extra point by answering a bonus question. The quarterback may select any player, including himself to answer the question for the team. If the player is correct, the team earns the extra point. If the player is incorrect, the play is ended. The other team would then assume offensive play at the 50 yard line.

Each quarter of the game is played for ten minutes. At the end of the quarter, play stops and no more points may be earned by the offensive team. The next quarter is begun by the other team at the 50 yard line.

Controller

1. Often called the comptroller, directs the financial Affairs of an organization, usually a very large operation
2. Establishes major economic policies and objectives for a company
3. Directs and prepares financial reports on budgets, government reports, financial forecasts, income, expenses, and earnings

Credit Authorizer

1. Approves credit amounts for customer loan applications or renewals
2. Verifies credit standing of the customer for credit reports
3. Reviews credit information in determining the amount of credit extended

Credit Investigator

1. Checks past history and current status of persons and businesses applying for credit: reviews information provided by customer
2. Interviews by phone or in person credit references, neighbors, employers and trade associations to obtain information about the customer
3. Evaluates his findings and submits a report to the loan authorizer or to the authorizer of the company

Credit Interviewer

1. Greets customers and determines the financial need
2. Obtains basic credit information concerning employment and financial status, personal and family information, credit references, etc.
3. Reviews applications and may verify certain information before turning the application over to the appropriate investigator or authorizer

Charge Authorizer

1. Approves or disapproves consumers' applications for charge accounts or additional purchases to established charge accounts
2. Reviews credit information in determining credit limits and extensions
3. Verifies credit standing and prepares credit reports for charge customers

Credit and Collection Manager

1. Manages credit and collection department of commercial house, department store, hotel, or similar establishment
2. Investigates financial standing and reputation of prospective customers applying for credit
3. Reviews and evaluates results of investigations to reject credit application or to establish credit limitations on customer accounts
4. Supervises collection of bad accounts and worthless checks
5. Makes up collection notes to customers
6. Keeps records of collections
7. May submit delinquent accounts to agency or attorney for collection

Financial Analyst

1. Interprets data concerning investments, their price, yield, stability, and future trends, according to daily stock and bond reports, financial periodicals, securities manuals, and personal interviews
2. Constructs charts and graphs concerning investments
3. Summarizes data setting forth current and long term trends in investment risks and measurable economic influences pertinent to status of investments
4. May perform research and make analyses relative to losses and adverse financial trends and suggest remedial measures
5. May transmit buy-and-sell orders to broker based on securities analysis

Finance Manager

1. Establishes and maintains relationships with customers, and with business, service, and civic organizations to promote goodwill and develop new business
2. Supervises accounting and reporting functions and establishes operating policies and procedures
3. Directs custody and control of assets, records, collateral, and securities held by companies
4. Approves or declines lines of credit on company loans

Bank Cashier

1. Directs bank's monetary programs, transactions, and security measures in accordance with banking principle and legislation
2. Coordinates program activities and evaluates operating practices to insure efficient operations
3. Oversees receipt, disbursement, and expenditure of money
4. Signs documents approving or affecting monetary transactions
5. Directs safekeeping and control of assets and securities
6. Approves loans and participates as member of committees concerned with loaning and customer service functions
7. Directs accounting for assets, and maintains specified legal cash reserve
8. Reviews financial and operating statements, and presents reports and recommendations to bank officials or board committees
9. Maintains financial and community business affiliations to broaden bank's services and develop new business

Teller

1. Receives and pays out money, and keeps records of money and negotiable instruments involved in various bank transactions
2. Receives checks and cash for deposit, verifies amounts, and examines checks for endorsements
3. Enters deposits in depositors' bankbooks or issues receipts
4. Cashes checks and pays out money upon verification of signatures and customer balances
5. Places holds on accounts for uncollected funds
6. Orders supply of cash to meet daily needs, counts incoming cash, and prepares cash for shipment
7. May compute service charges, file checks, and accept utility bill payments
8. May photograph records using microfilming device
9. May operate various office machines
10. May sell domestic exchange, travelers checks, and savings bonds
11. May open new accounts and compute interest and discounts

Trust Officer

1. Administers private, corporate, and probate trusts
2. Examines or drafts trust agreement to insure compliance with legal requirements and terms creating trust
3. Locates, inventories and evaluates assets of probated accounts
4. Directs realization of assets, liquidation of liabilities, payment of bills, preparation of Federal and State tax returns, and collection of earnings
5. May invest trust funds
6. May administer escrows
7. May act as transfer agent in securities trust transactions

Loan Officer

1. Examines and evaluates applications for lines of credit, installment credit, or commercial, real estate, and consumer loans, and authorizes or recommends their approval
2. Reviews loan application for completeness
3. Analyzes applicant's financial status, credit, and property evaluation to determine feasibility of granting loan request
4. Corresponds with or interviews applicant or creditors to resolve questions regarding application
5. Approves loan within specified limits or refers loan to loan company for approval
6. Completes loan agreement on accepted loans
7. May handle foreclosure proceedings
8. May analyze potential loan markets to develop prospects for loans
9. May buy and sell contracts, loans, or real estate by negotiating terms of transaction and drawing up requisite documents

Floor Representative

1. Buys and sells securities on the floor of the stock exchange for a broker
2. Analyzes market conditions and trends and informs the broker of buy-sell prices on stocks
3. Notifies broker of market changes or purchases which affect his customers' accounts and make recommendations accordingly

Securities Broker

1. Directs securities investment and counseling service for individuals and businesses
2. Studies financial background and future trends of stocks and bonds, and advises businesses and customers regarding investments
3. Transmits buy-and-sell orders to floor representatives as directed, and recommends purchase, retention, or sale of issues
4. Establishes and maintains relationships with customers, and with business, service, and civic organizations to promote goodwill and develop new business
5. Supervises account and reporting functions and establishes operating policies and procedures
6. Directs custody and control of assets, records, collateral, and securities

Trust-Vault Clerk

1. Receives and delivers securities into and from trust vault and records security transactions
2. Opens combinations on cabinets in vault
3. Examines securities deposited for safekeeping, verifying descriptions and signatures, and files securities according to customers' names and account numbers
4. Records securities transactions including purchases, exchanges, and stock splits to maintain control of customers' accounts
5. Releases securities from vault upon authorized request
6. Acts as bank's agent in observing bank auditors when checking securities in vault
7. May examine collateral to insure conformity with loan specifications

Credit Manager

1. Manages credit department for businesses which extend credit to other businesses. Usually works for an industrial, storage, or transportation firm
2. Investigates financial standing and reputation of prospective customers applying for credit
3. Reviews and evaluates results of investigations to reject credit application or to establish credit limitations on customer accounts
4. Supervises collection of bad accounts and worthless checks

5. Makes up collection notes to customers
6. Keeps records of collections
7. May submit delinquent accounts to agency or attorney for collection

Loan Closer

1. Prepares papers and assembles documents to obtain loans for builders to finance new construction
2. Forwards applications for loans, construction plans, and credit ratings to loan company for approval
3. Receives approval of company and orders preliminary title reports and covenants
4. Draws up closing papers showing financial transactions, conditions, and restrictions upon which sale is based
5. Records deeds with title company and municipal authorities
6. May draw up notes, trust deeds and agreements, and obtain signatures

Bank President

1. Establishes and maintains relationships with customers, and with business, service, and civic organizations to promote goodwill and develop new business
2. Supervises accounting and reporting functions and establishes operating policies and procedures
3. Directs custody and control of assets, records, collateral, and securities held by companies
4. Approves or declines lines of credit, and commercial, real estate, and consumer loans
5. Directs personnel engaged in trust activities, such as settling estates, administering trusts, and performing agency functions for individuals

Real Estate Appraiser

1. Appraises improved or unimproved real property to determine its value for purchase, sale, investment, mortgage, or loan purposes
2. Interviews persons familiar with property and takes measurements
3. Inspects property for construction, condition, and functional design

4. Computes depreciation and reproduction costs
5. Considers location and trends or impending changes that could influence future value of property
6. Searches public records of sales, leases, assessments, and other transactions
7. Compiles data and estimates value of property
8. Submits report to corroborate value established

Real Estate Salesman

1. Rents, buys and sells property for clients on commission basis
2. Studies property listings to become familiar with properties for sale
3. Reviews trade journals to keep informed of marketing conditions and property values
4. Interviews prospective clients to solicit listings
5. Accompanies prospects to property sites, quotes purchase price, and discusses conditions of sale or terms of lease
6. Draws up real estate contracts such as deeds, leases, and mortgages and negotiates loans in property

Property Rental Agent

1. Negotiates contracts for leasing arenas, auditoriums, and stadiums
2. Solicits new business and renews established contracts to promote rental of buildings
3. Maintains schedule of rentals to determine availability of buildings for bookings
4. Oversees operation and maintenance of buildings
5. Notifies fire and police departments of scheduled use of buildings to provide protection
6. Studies reports to ascertain time lessee used building and if damage was incurred to building or contents
7. Submits bills and receives and accounts for monies paid for rentals

FINANCIAL SPECIALISTS IN MARKETING

#49

1. Finance involves the supplying of funds necessary for the performance of marketing functions by a business or organization, as well as for purchases of goods and services by consumers

2. The following marketing service industries specialize in finance:

   a. Banks–commercial, savings, savings and loans, credit unions
   b. Finance Companies–consumer and sales
   c. Stock Exchange and Brokerage Firms
   d. Mortgage, Insurance, and Investment Companies

3. All businesses and organizations engage in some financial activities. Some of the types of businesses which are involved in numerous finance activities either to fund their purchases or extend credit to their customers are:

   a. Retail Stores–department, variety, discount, specialty, etc.
   b. Wholesalers–jobbers, distributors, general wholesalers, etc.
   c. Marketing Services–hotels, restaurants, transportation, etc.
   d. Producers–manufacturers, refineries, farmers, fishing fleets

4. Finance includes many services offered to consumers and businesses:

   a. *Loans*–long and short, personal and commercial
   b. *Checking*–regular and special, personal and business
   c. *Savings*–passbook and certificates
   d. *Investments*–stocks, bonds, land
   e. *Trusts, Estates, Wills*
   f. *Safekeeping of valuables*
   g. *Credit purchases*–installment, open, revolving

5. Although there are many finance careers available, the following are ones which are more frequently found in the following kinds of businesses. Some of the jobs listed occur in more than one business. For example, a credit interviewer might be found in any business that extends credit for loans or purchases.

6. Although insurance is often regarded as a financial institution, the careers in insurance are not included since the business primarily centers around protection from risks. Careers in insurance will be discussed in the following unit, "Risks in Marketing."

7. Although many financial career personnel in various businesses may perform similar tasks, some of the career titles will vary. A good example of this would be an authorizer. If the person works for a retailer, marketing service industry, or wholesaler, his job title is a Charge Authorizer. If he works for a financial institution, he would be known as a Credit Authorizer. The manager may be a credit manager, credit and control manager, finance manager, or president.

WHO'S WHO IN FINANCE #50

Read each of the job descriptions given below. Decide which of the career titles listed at the bottom of the page is explained and write its career title in the blank to the left of its description.

______________________ 1. Approves loans for applicants of a finance company.

______________________ 2. Represents securities brokers on stock exchange floor.

______________________ 3. Handles bank receipts and pays out money for checking, savings, and loans.

______________________ 4. Okays amounts of credit purchases by customers in a retail store.

______________________ 5. Assists clients in the buying, selling, or trading of stocks.

______________________ 6. Controls and organizes all activities with a bank.

______________________ 7. Reviews credit information and application with loan applicant.

______________________ 8. Receives, examines, and delivers securities deposited for safekeeping.

______________________ 9. Inspects and determines dollar values of property.

______________________ 10. Oversees all credit accounts for a wholesaler.

______________________ 11. Directs all monetary programs and transactions within a bank.

______________________ 12. Handles paperwork necessary to complete a property sale.

______________________ 13. Checks credit information on a loan application to a finance company.

______________________ 14. Examines, evaluates, and approves credit applications for a bank loan.

______________________ 15. Rents, buys, and sells property for clients.

Real Estate Closer
Controller
Credit Manager
Real Estate Appraiser
Trust-Vault Clerk

Real Estate Agent
Loan Officer
Credit Investigator
Credit Interviewer
President

Securities Broker
Charge Authorizer
Teller
Floor Representative
Credit Authorizer

RISK RECALL

#51

Unscramble each of the following letter groups to reveal risk careers in insurance.

1. LAESS GANET ____________________
2. DEILF PREVERTIESTEAN ____________________
3. DINENEPDETN NAGTE ____________________
4. SINRUNACE REBORK ____________________
5. CHANRB GANEMAR ____________________
6. DUNWERTRIRE ____________________
7. LOPCIY REWITR ____________________
8. KRIS NOCLUSANTT ____________________
9. RAMEIN ASCPEITSIL ____________________
10. CEINSRUAN MEANEXIR ____________________
11. NIURSCEAN ROCODIRATON ____________________
12. VALSOR GATEN ____________________
13. PILYOC HECRECK ____________________
14. SMACIL DAJESTUR ____________________
15. BESSNUIS DUATIOR ____________________
16. CILMAS NYALSAT ____________________
17. MERMIUP LERCK ____________________
18. SORLAV REAINTE ____________________

Clues

The word AGENT is used in three of the career titles.

The word INSURANCE is used in three of the career titles.

The word POLICY is used in two of the career titles.

The word CLAIMS is used in two of the career titles.

RISK RECALL – KEY

#51

Unscramble each of the following letter groups to reveal risk careers in insurance.

1.	LAESS GANET	SALES AGENT
2.	DEILF PREVERTIESTEAN	FIELD REPRESENTATIVE
3.	DINENEPDETN NAGTE	INDEPENDENT AGENT
4.	SINRUNACE REBORK	INSURANCE BROKER
5.	CHANRB GANEMAR	BRANCH MANAGER
6.	DUNWERTRIRE	UNDERWRITER
7.	LOPCIY REWITR	POLICY WRITER
8.	KRIS NOCLUSANTT	RISK CONSULTANT
9.	RAMEIN ASCPEITSIL	MARINE SPECIALIST
10.	CEINSRUAN MEANEXIR	INSURANCE EXAMINER
11.	NIURSCEAN ROCODIRATON	INSURANCE COORDINATOR
12.	VALSOR GATEN	SALVOR AGENT
13.	PILYOC HECRECK	POLICY CHECKER
14.	SMACIL DAJESTUR	CLAIMS ADJUSTER
15.	BESSNUIS DUATIOR	BUSINESS AUDITOR
16.	CILMAS NYALSAT	CLAIMS ANALYST
17.	MERMIUP LERCK	PREMIUM CLERK
18.	SORLAV REAINTE	SALVOR TRAINEE

Clues

The word AGENT is used in three of the career titles.

The word INSURANCE is used in three of the career titles.

The word POLICY is used in two of the career titles.

The word CLAIMS is used in two of the career titles.

PERSONAL POSSESSIONS PACKAGE

#52

In the columns below, make a list of your personal possessions under the given headings. If there are not enough spaces under any heading, include those ten items which you value most because of dollar value or personal value.

√	Clothing	√	Accessories	√	Cosmetic/Health Aids

√	Equipment	√	Music/Books/Art	√	Miscellaneous

INVESTIGATING RISK CAREERS IN INSURANCE #53

Listed below are some clues about a number of marketing risk careers in the field of insurance. Study each set of clues and see if you can guess which marketing risk career is identified. A list of possible insurance careers is found below to help you in your investigation.

Insurance Career Titles

Premium Rate Clerk
Branch Manager
Salvor Agent
Broker
Examiner
Field Representative
Policy Checker

Policy Writer
Insurance Coordinator
Claims Analyst
Claims Adjuster
Estate Planner
Independent Agent
Sales Agent

Underwriter

Clues for Insurance Careers

CLUES—This insurance man:

1. Purchases insurance coverage for a client to get best protection
2. Acts as an agent for the client in dealing with many insurance companies to obtain best coverage
3. Performs usual duties of a sales agent in determining customer's needs and explaining policies

CAREER—________________________

CLUES—As an insurance boss, he:

1. Supervises all company personnel within a district or region
2. Coordinates all selling, policy processing and collections, and claims activities in his area
3. Provides information to company executives for management considerations and decisions

CAREER—________________________

CLUES—This insurance settler:

1. Investigates policy claims for losses or damages
2. Talks or writes to person making the claim and witnesses
3. Consults hospitals and inspects damaged property to figure loss
4. Prepares final accident or loss reports and makes a settlement with the claimant, if possible

CAREER—________________________

CLUES—This insurance researcher:

1. Works for life and health insurance companies' home offices
2. Is responsible for the prompt payment of insurance benefits
3. Checks medical bills and lost income totals on health claims
4. Verifies death claims on life insurance policies
5. Gives data to claims adjuster

CAREER—________________________

#53

CLUES–As a home office worker, he:

1. Verifies accuracy of insurance records
2. Compares computations on premium paid, interest, and dividends
3. Verifies data on applications and policies, such as age, name and address, principal sums, and value of property
4. Proofreads printed material concerning insurance programs
5. Verifies computations on interest accrued, premiums due, and settlement surrender or loan values, using calculating machine
6. Verifies accuracy of data punched on tabulating cards using verifying machine
7. May train new employees

CAREER–____________________________

CLUES–This insurance businessman:

1. Sells insurance to clients, acting as a company agent
2. Often represents more than one insurance company
3. Recommends amount and type of coverage based on analysis of prospect's circumstances
4. Compiles lists of prospective clients to provide leads most likely to produce additional business
5. Contacts prospects to persuade them to purchase policy
6. Explains features of policies offered
7. Calculates rates to be applied to policy for each prospect using rate books

CAREER–____________________________

CLUES–This insurance man:

1. Sells insurance to new and present clients as a company employee
2. Recommends amount and type of coverage based on analysis of prospect's circumstances
3. Compiles lists of prospective clients to provide leads most likely to produce additional business
4. Contacts prospects to persuade them to purchase policy
5. Explains features of policies offered
6. Calculates rates to be applied to policy for each prospect using rate books
7. May collect weekly or monthly premium from policyholders and keep record of payment

CAREER–____________________________

CLUES–As an insurance supervisor, he:

1. Is assigned to a specific territory
2. Makes regular calls on each agent in his territory who handles his company's insurance
3. Instructs the agents about new types of insurance and changes in old types
4. Helps agents find new business and assists them in examining their clients' insurance programs to make sure the clients have the right kind of coverage in sufficient amounts
5. Encourages agents to conduct vigorous sales campaigns
6. Conducts in-service educational programs in which agents are instructed about developments in insurance and sales methods

CAREER–____________________________

#53

CLUES–This insurance analyst:

1. Reviews assets and liabilities of an estate to determine that insurance is for financial protection of estate
2. Studies legal instruments, such as wills, trusts, business agreements, life insurance policies, and government benefits to estimate value and expenses of estate
3. Computes expenses, taxes, and debts to determine value of adjusted gross estate
4. Prepares and discusses insurance program with client that will provide maximum financial security for family and protect investments
5. Suggests purchase of additional or new life insurance when analysis of estate indicates need for meeting cash demands at death
6. Discusses legal instruments with family attorney if study indicates need for change

CAREER–________________________

CLUES–The insurance man:

1. Receives information concerning damaged property from the claims adjuster
2. Inspects the damaged merchandise which company has acquired from a settled claim
3. Contacts dealers for the sale or disposal of the damaged goods known as salvage

CAREER–________________________

CLUES–This insurance professional:

1. Reviews individual applications for insurance to evaluate degree of risk involved and accepts applications, following company's underwriting policies
2. Examines such documents as application form, inspection report, insurance maps, and medical reports to determine degree of risk from such factors as applicant's financial standing, age, occupation, accident experience, and value and condition of real property
3. Reviews company records to ascertain amount of insurance in force on single risk or group of closely related risks, and evaluates possibility of losses due to catastrophe or excessive insurance
4. Declines risks which are too excessive to obligate company
5. Dictates correspondence for field representatives, medical personnel, and other insurance or inspection companies to obtain further information, quote rates, or explain company's underwriting policies
6. When risk is excessive, authorizes reinsurance, or when risk is substandard, limits company's obligation by decreasing value of policy, specifying applicable endorsements, or applying rating to insure safe and profitable distribution of risks, using rate books, tables, code books, and other reference material

CAREER–________________________

#53

CLUES—This government employee:

1. Evaluates policyholder complaints and conformity of insurance companies and agents with standards of State regulatory commission to recommend punitive action and authorize insurance or revocation of licenses
2. Reviews records and documents submitted by insurance companies, field investigators, and complaining parties to determine compliance with prescribed standards
3. Interviews complainants and company representatives to determine validity of complaints
4. Recommends initial or additional investigation where evidence of fraud, misrepresentation, overcharging, or other irregularities exist
5. Reviews commission files to verify accreditation of companies and agents
6. Recommends legal or administrative action for irregularities uncovered by investigation
7. Authorized license issuance, renewal, or suspension of companies and agents on basis of findings
8. May audit records and accounts of companies and agents to determine compliance with prescribed accounting procedures

CAREER—______________________

CLUES—This insurance person:

1. Obtains new policy from company policy writer
2. Reviews policy for limits and types of coverage
3. Consults rate tables to determine premium

CAREER—______________________

CLUES—This insurance author:

1. Receives approved insurance risk information from underwriter
2. Consults various policy formats and coverages
3. Applies information gathered to prepare the insurance policy

CAREER—______________________

CLUES—This businessman:

1. Works for a business or industry other than an insurance company
2. Secures personal insurance coverage for company personnel
3. Obtains business insurance coverage for the company property and personnel
4. Serves as a liaison between the business and the insurance company for claims, premiums, etc.

CAREER—______________________

QUIZ SHOW

#54

GAME ACTIVITY
(Large Group)

Based on "Hollywood Squares" TV Show*

9 – Panelists representing each square

2 – Contestants (x and o) to start

1 – Moderator

1 – Scorekeeper

2 – Judges

3 – Authorities (make up questions)

– Additional contestants (remaining students)

– All students submit 10 questions each

1	2	3
4	5	6
7	8	9

Directions

1. Each panelist represents one of the nine squares.
2. Authorities prepare final copies of questions and answers.
3. Judges and moderator receive copies of the questions and answers.
4. Two contestants are selected to represent x and o.
5. Game is begun by flipping a coin to determine which contestant receives the first question. Each succeeding game is begun by the winner of the previous game.
6. Moderator asks the contestant which panelist (representing a square) he wants to answer the question. Moderator reads the question to the designated panelist who responds with an answer. The contestant must then decide whether or not the panelist has given a correct answer. If the contestant is correct in agreeing or disagreeing, he receives his "x" or "o" in the appropriate square.
7. If the contestant is incorrect in evaluating his selected panelist's answer, his opponent earns the square. The third "x" or "o" however, must be earned by a contestant to win the game and not by an incorrect answer of his opponent.
8. A contestant wins a game by securing three "x's" or "o's" in a row, across, down, or diagonally or five "x's" or "o's" if three in a row cannot be obtained.
9. The winner continues another game. The loser is replaced by a new contestant.

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RISK REWARDS

#55

Arthur Grover, Personnel Director of All American Insurance Company, has just been notified that he may distribute Christmas bonuses to employees in the home office and two nearby offices. He has been told to reward them according to their importance to the company. All personnel, whether salaried or independent, in the same job classification will receive the same bonus.

Mr. Grover can allocate the following amounts to these numbers of positions:

1 position = $100   2 positions = $75   2 positions = $60   3 positions = $50

3 positions = $35   3 positions = $25   2 positions = $15   1 position = $10

If you were Mr. Grover, what Christmas bonus amount would you give each of the following insurance personnel according to their importance to the company?

Christmas Bonus Amount	*Risk Career Title of Insurance Company Personnel*
____________	1. Branch Office Manager
____________	2. Home Office Sales Agents
____________	3. Independent Insurance Agnets
____________	4. Insurance Brokers
____________	5. Industrial Insurance Coordinator
____________	6. Business Consultant for Insurance
____________	7. Marine Insurance Specialist
____________	8. Home Office Underwriters
____________	9. Field Representative
____________	10. Salvor Agent
____________	11. Policy Writers
____________	12. Claims Adjusters
____________	13. Business Auditor
____________	14. Policy Checkers
____________	15. Premium Clerks
____________	16. Claims Analyst
____________	17. Salvor Agent's Trainee

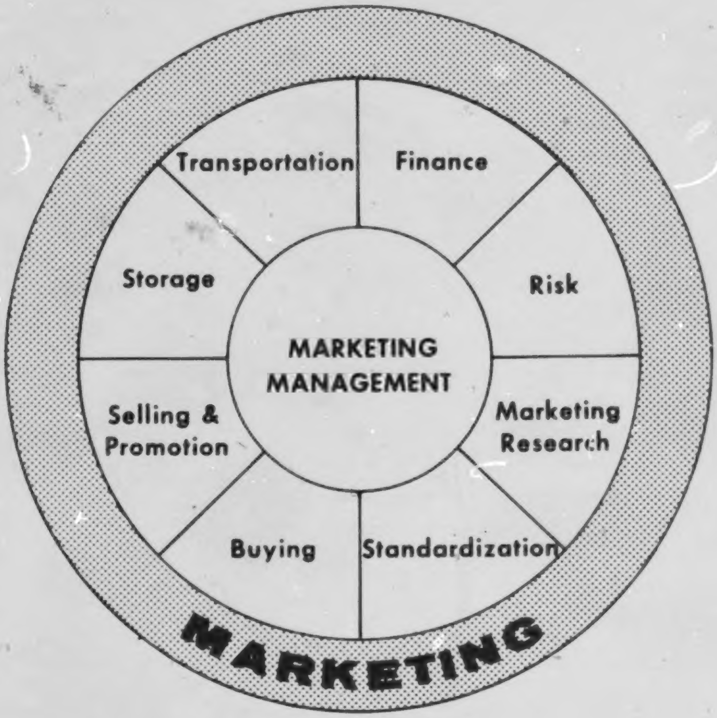
MERCHANDISE MANAGEMENT DECISIONS #56

For each of the businesses or industries listed below, name at least three kinds of goods the business would need to buy and give at least five selling activities in which each would be engaged.

Type of Business/Industry	Goods to Buy	Selling Activities
Wholesaler–Health & Beauty Aids		
Manufacturer–Hardware Supplies		
Trucking Company–General Merchandise		
Insurance Company–Property & Liability		
Retail Department Store		
Orange Grove Producer		

"Getting It Together!"

You have now looked at the eight major functions involved in marketing. You have seen how they all work separately and yet are connected. The connecting force is marketing management. Management establishes the goals of the business; plans what to do, when to do it, as well as how and by whom it will be done; outlines work procedures; and sets up controls to make certain that the work is done correctly.



From this illustration you can see that marketing management, the coordinator of the marketing functions, takes place in each of the eight marketing functions.

Management takes place wherever people work together. It is not that people require supervision, but that the efforts of people need to be directed along certain lines or patterns with certain controls. The person who manages may be called the boss, supervisor, director, president, or foreman. A form of management exists at school with the principal as the person in charge and the teachers as the people working under him.

The management of a business is not a simple job. In a small retail store each of the eight marketing functions may be performed by one or two persons. In a larger store, however, each of these functions may be performed by a different department. It is the job of the manager to be sure that each person in charge knows what he is supposed to be doing and does it correctly. This is known as the "directing" function.

The manager is responsible for determining the objectives of the business and the means by which they can be accomplished. This function is called "planning." After the plans are established, he must then decide what responsibilities go with these activities and assign those responsibilities to specific people. This is known as "organizing." After setting up the objectives and assigning the responsibilities, the manager needs to check on the progress being made. "Controlling" is measuring the amount of progress toward the objective or objectives and taking appropriate action if adjustments are necessary.

The marketing manager, then, is responsible for coordinating all of the business resources by planning, organizing, directing, and controlling all of the activities and personnel to meet the goals of the business. Management is the process of coordinating these resources to achieve the goals set for the business or organization.

Many career opportunities are available in marketing management throughout the channels of distribution. As you can see from the list below, there are a wide range of titles. These are just samples of the many that exist. Can you identify the kind of business with which each of them is associated. Are there any differences in the degrees of responsibility that these people have?

Innkeeper
Store Manager
Fashion Buyer
Publicity Director
Division Superintendent
Standards Analyst
Warehouse Supervisor
Magazine Editor
Corporate President
Dock Boss
Marketing Research Analyst
Florist
Business Broker
Newspaper Editor
Sales Promotion Director
Department Store Manager
Loan Officer
Sales Manager
Watermaster
Packing Supervisor
Public Relations Director

Executive Secretary
Stationmaster
Bank Cashier
Contract Administrator
Corporate President
Gift Shop Proprietor
Marketing Research Director
Grading Foreman
Airport Superintendent
Terminal Supervisor
Association Administrator
Traffic Manager
Bookmaker
Fashion Coordinator
Industrial Economist
Branch Office Foreman
Merchandise Manager
Dealer Recruiter
Department Manager
Field Representative
Credit and Control Manager

The management careers listed can actually be divided into three career levels: executive, mid-management or supervisory, and specialist. An *executive* manager is a person responsible for major decisions within a business or organization to coordinate and direct its activities. He may be the only executive manager of a business, as in the cases of small store managers, innkeepers of smaller motels, or a local warehouse supervisor. He may share this responsibility. A corporate or bank president is supported by other officers such as a bank cashier, executive vice-presidents, and a comptroller or treasurer. Each of these people accept major roles in their organization to make decisions, organize and control activities, etc.

The *mid-management* level, often referred to as the supervisory level of management, involves the coordination of activities for a smaller, more specific area of the business. Usually, this is a department or division. Examples of mid-management positions include a dock boss, packing supervisor, grading foreman, field representative, and a department manager within a large store.

The *specialist* in marketing management is a highly-trained, knowledgeable person who provides valuable information and makes important decisions affecting the business. However, the primary importance of his career does not center around the actual supervision of people, although he may be responsible for overseeing the activities of these employees. Some of the interesting specialist careers in marketing management include: the marketing research analyst, the fashion coordinator, the insurance underwriter, the buyer, and the industrial economist. Can you think of some others?

As you can see, if the management of a business fails, most likely the business will fail as well. In fact, the United States Small Business Management Association recently stated that 92% of all business or organization failures are a direct result of poor management!

How does a person get into management? There are several ways. One is referred to as "coming up through the ranks." This statement simply means starting at an entry level position and with hard work advancing to department manager or store manager.

Another method of entering management is through special training. Many stores take promising young people who are interested in marketing management and place them in the store's management training programs. These young people are often directly out of a high school or vocational school Distributive Education program.

You may also get a two or a four year college degree in marketing or management which will qualify you for many supervisory or specialist positions in marketing management. With experience, you could become an executive.

Some of the more important traits and characteristics of a competent manager are: his ability to organize people and the jobs they are to carry out, understand people and their feelings, be aware of business trends, have an open-mind to new problems, be able to make a decision and stick to it, and if proven wrong, be able to admit it and make the necessary adjustments.

A Management Summary

To help you organize your management information, here is a brief overview of what we have just learned about management:

1. Management is the process of coordinating all resources in order to achieve the goals set by a business or industry.
2. The marketing manager coordinates all business resources by planning, organizing, directing, and controlling all activities to meet the goals of the business or organization.
3. The activities which a marketing manager performs may be grouped into four major functional areas:
   a. *Planning* involves determining what procedures will accomplish the goals set for the business.
   b. *Organizing* includes deciding how the procedures can best be implemented to achieve success for the firm.
   c. *Directing* is the process of leading and guiding personnel within the business to reach the goals of the business.
   d. *Controlling* involves supervision of performance according to the established standards in order to meet the stated goals.
4. Management careers may be classified by one of three career levels:
   a. *Executives* are responsible for decisions coordinating all marketing activities within a business or organization.
   b. *Mid-Management* involves supervision of activities within a specific department or division of a business or industry.
   c. *Specialists* include highly trained, knowledgeable personnel who provide vital information directly to top management of a firm.
5. Examples of different management level careers are:
   a. *Executive*—corporation president, department store manager, innkeeper
   b. *Mid-Management*—sales manager, department manager, warehouse supervisor
   c. *Specialist*—marketing research analyst, buyer, fashion coordinator
6. The eight major marketing functions or activities may be performed by one person in a business or by many people.
7. Without proper management, a business or organization has very little chance of success.
8. People who want to become managers may choose one of several methods, depending upon the field of marketing:

   Work his or her way up *through the ranks* beginning at any entry level job.

   Enter a *training program* after completing a high school or vocational Distributive Education program as preparation.

   Obtain a two or four year *college degree* in marketing or management.

MARKETING MANAGEMENT QUESTIONNAIRE #57

1. A manager is responsible for doing the work necessary for the business to survive.
True False

2. Marketing management takes place in each of the other marketing functions.
True False

3. Some form of management takes place whenver people work together.
True False

4. Eight marketing functions cannot be performed by a single person.
True False

5. The effectiveness of the management has no effect on the success of the business.
True False

6. The only way to get into management is to get a college degree.
True False

7. The marketing activity that connects the functions of buying, selling, market research, standardization, transportation, risk, storage, and finance is the coordinator called marketing ______________________________.

8. ______________________________ is the determining of the objectives of the business and the means by which tye will be accomplished.

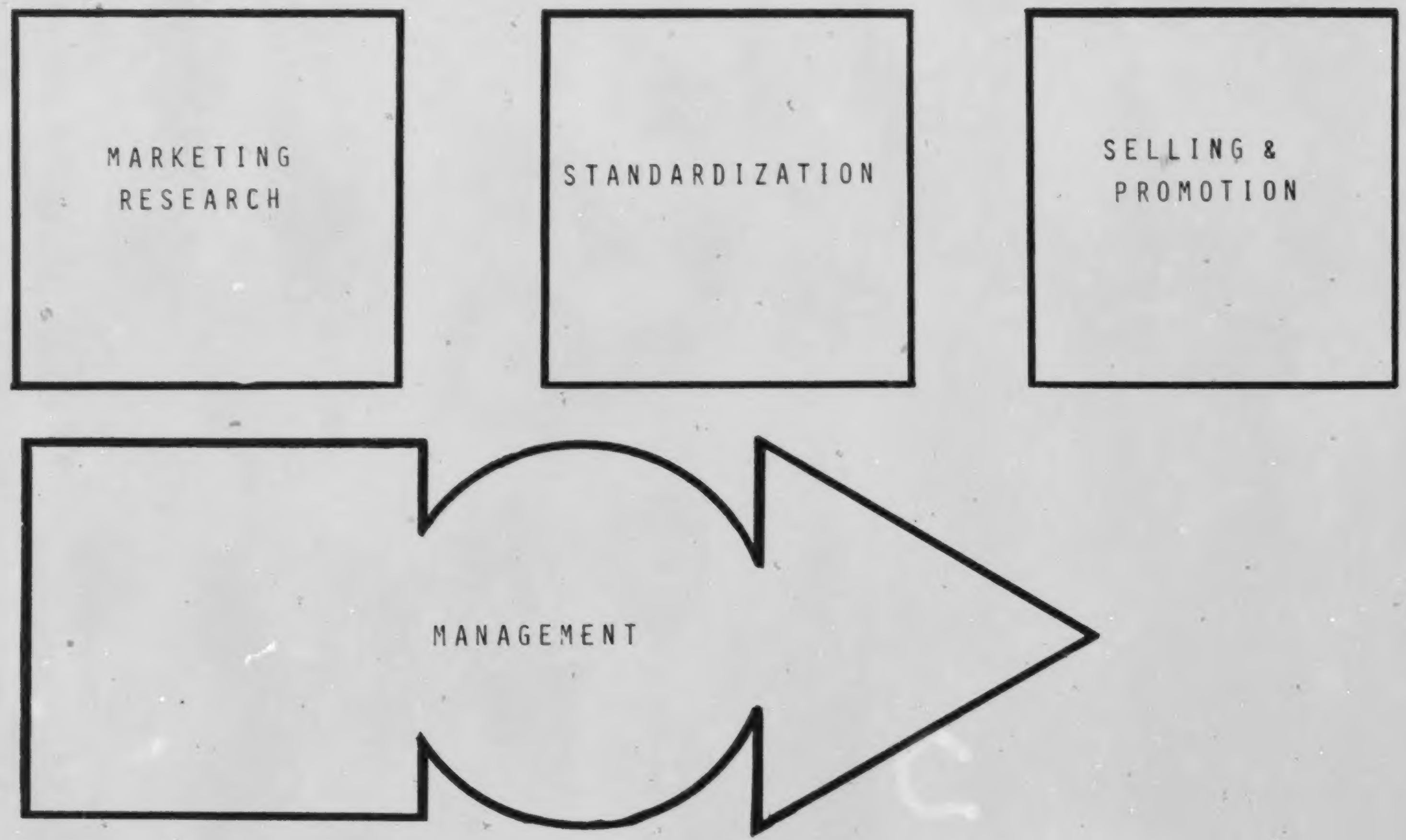
9. When you decide on the responsibilities of the business and assign these responsibilities, you are ______________________________ the business.

10. ______________________________ is the process of measuring the amount of progress toward the objectives and taking any action necessary to speed this progress; it is the supervision of performance.

11. The process of guiding or leading the company personnel so that they understand their responsibilities in reaching the goals of the business is the management function of ______________________________.

12. The three career levels of marketing management found in business are:
______________________________ , ______________________________ , and
______________________________ .

MARKETING MANAGEMENT MOBILE


MARKETING RESEARCH

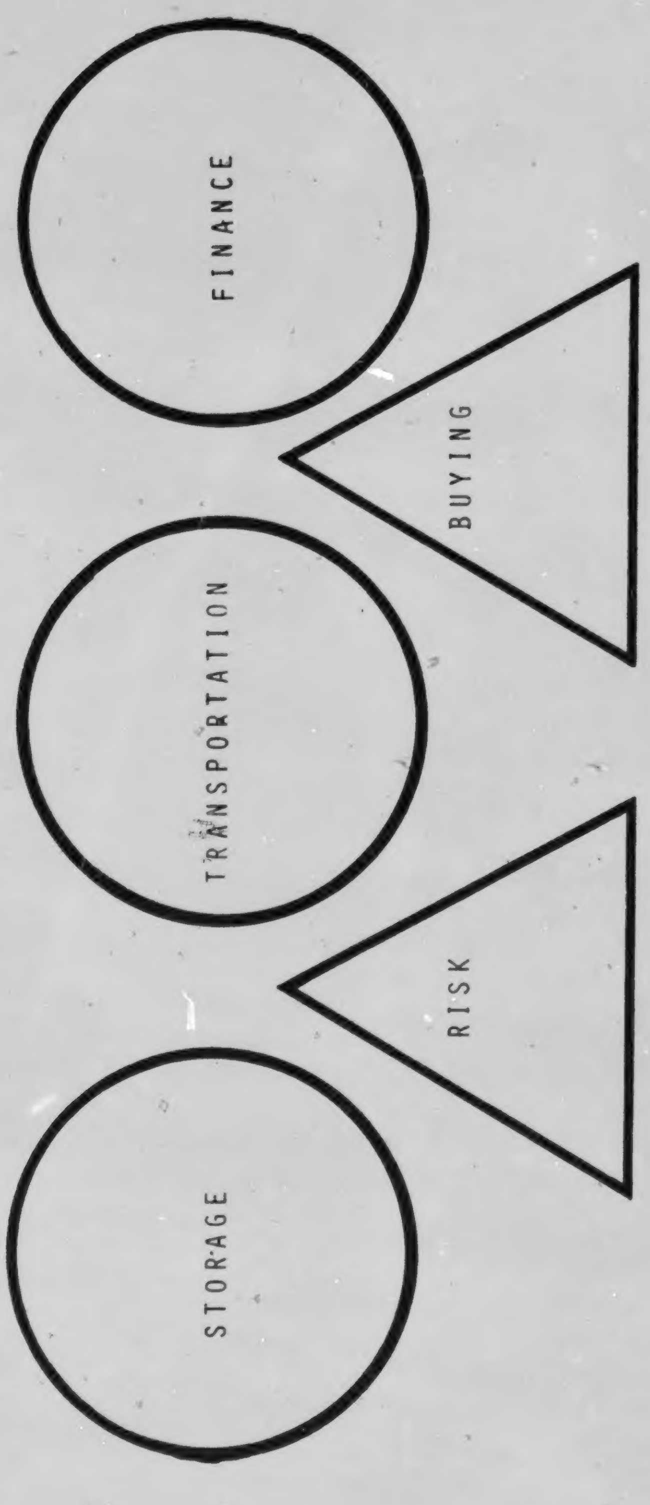
STANDARDIZATION

SELLING & PROMOTION

MANAGEMENT

#58

#58


FINANCE
BUYING
TRANSPORTATION
RISK
STORAGE

MARKETING MANAGEMENT DECISIONS GAME #59

Preparation

After the students have had some contact with the eight functions of marketing, divide the room into nine general areas. Tape or streamers may be used and signs may be made to show what process of marketing will be performed by the people in each area: MARKETING RESEARCH, STANDARDIZATION, BUYING, SELLING, STORAGE, TRANSPORTATION, FINANCE, RISK, and MANAGEMENT. Pictures may be placed around the room to show what might go on in a particular department.

Go through the job profile cards to subtract extra cards and make sure there are equal numbers for each department. Another sign may be put up to show the name of the business. Allow the students to choose a name for the business and decide what product or service the business will handle. A possible name for the business is Sharpe, Anders Wholesale Drug Distributors. Since some values clarification questions will come into the activity, the drug supply company can bring out some very interesting questions.

Directions

After a brief discussion of what will take place, shuffle the job profile cards and let each student choose, without seeing the written profile, a card from your hand or deal them out face down, one to each student. As the students find where they are to go, have them move to that area.

Each group will answer certain questions and make certain decisions as if they were in a general business meeting open to all employees. Questions may be added by the teacher, but basically, they should include specific problems which could be encountered. The teacher will begin asking questions which deal with general knowledge of the functions of marketing. Then he may let one of the students take over as moderator of the business meeting–probably the president of the company.

Questions

The objective of this game is to acquaint the students with the eight functions of marketing and the types of decisions management in business may have to handle.

Questions which can be asked or posed:

General Teacher questions:

> Which of these groups will be responsible for letting people know about our company and its products?
>
> Which of these groups will be responsible for driving our merchandise around and storing it until it is needed by our customers?
>
> Which group will make decisions to raise pay or work on Saturday afternoon or making sure everyone's job gets done?

Which group will gather information so that the marketing management team can make good decisions?

Which of these groups will make sure people see and buy our products?

Which of these groups will order goods so we have a product to sell?

Which group will be responsible for insuring the quality of our products before they are distributed?

Which gorup will safely stock our produced goods until we need to ship them?

Which group will plan our money so we can meet all expenses?

Which group will install safety measures and obtain insurance for the business and its employees?

Which group will direct and control all the personnel and activities to insure an organized business operation?

For each of the questions above, additional questions can be asked regarding qualifications needed for each type of marketing function:

What type of personalities would these people need to do well in the job?

What kinds of things might they do in their daily work?

What kinds of things might these people work with?

How much education would they need?

Questions that can be dealt with by the management. Probably the teacher will need to pose the problem.

The labor union has called a strike for 12 o'clock tonight. All those who are not in marketing management or heads of their departments are members of the labor union. The workers want better working conditions and a raise in pay of 50¢ an hor. Work something out.

It has been found that two people have to be let go, because there has been a slump in the economy. Have each group go through the profile cards to determine which person from the group could be let go. Then the managing department can decide who they would let go.

One person from each group can be sent to a national convention dealing with his area in the company. Choose the person who could bring back the most information and the company could get along without for two weeks this year. Use the same process as above.

#59

As a drug manufacturing company, it has come to your attention that some of your stock has been getting out of the company and being sold as illegal drugs. Check to see where that could be happening and then see what you as a company can do to create a better image and help with the illegal drug situation.

Recently, one of your truck drivers, Randall Hopper, was killed in an accident. It was found that he had no insurance and the money has family gets from the company will not halfway cover expenses. His wife does not have a job or a good skill so that she can get a job. She also has three very small children. Some people in the company, particularly in Transportation, feel that something should be done to help his family and that the company should provide more insurance for its workers in more hazardous jobs.

Job Profile Cards

Develop sets of job profile cards for each of the marketing functional areas, as well as for management, for a total of nine different sets. Students may be recruited to assist in the preparation of these. Some specific examples are shown below to assist you. A master for the nine sets has been attached for you to duplicate. Perhaps, you may want to give each student one sheet of cards for reinforcement, as well as for involvement purposes.

TRANSPORTATION	BUYING
Name: Sam Hopkins	Name: Greg Fields
Job: Truck Driver	Job: Div. Merchandise Manager
Age: 20	Age: 41
Education:	Education: 2 yrs. jr. college
Years With Co.: 1½	Years With Co.: 10
Word Record: seems to be working hard.	Work Record: works very hard.
Personal: arrested during his first year of college for possession of drugs	Personal: very nervous Chain smokes
Family: wife, 1 month old child	Family: wife is alcoholic, one child is in home for mentally retarded

#59

MARKETING RESEARCH Name: Job: Age: Education: Years With Co.: Work Record: Personal: Family:	STANDARDIZATION & GRADING Name: Job: Age: Education: Years With Co.: Work Record: Personal: Family:	SELLING & PROMOTION Name: Job: Age: Education: Years With Co.: Work Record: Personal: Family:
FINANCE Name: Job: Age: Education: Years With Co.: Work Record: Personal: Family:	RISK Name: Job: Age: Education: Years With Co.: Work Record: Personal: Family:	STORAGE Name: Job: Age: Education: Years With Co.: Work Record: Personal: Family:
TRANSPORTATION Name: Job: Age: Education: Years With Co.: Work Record: Personal: Family:	BUYING Name: Job: Age: Education: Years With Co.: Work Record: Personal: Family:	MANAGEMENT Name: Job: Age: Education: Years With Co.: Work Record: Personal: Family:

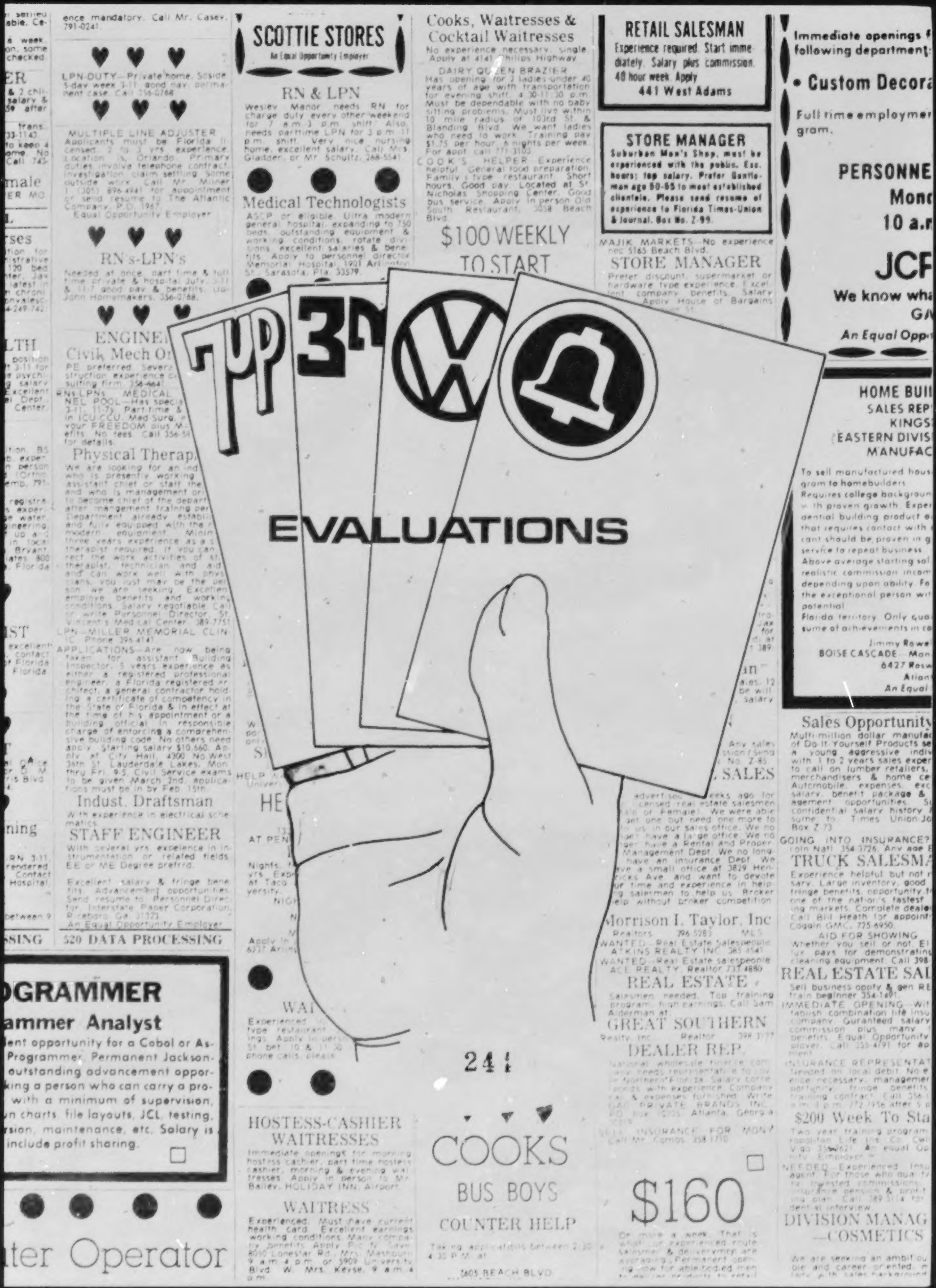
CLASSIFYING CAREERS

#60

Executives include those who direct and control an entire business. The Specialists are very knowledgeable, highly-trained marketers who provide important information to management and make important decisions affecting the business. The mid-management position is responsible for supervising employees and activities for one segment of the business. An employee is one who is not involved in decision-making or supervisory duties.

Listed below are fifteen marketing occupations. For each of the jobs listed, check the career level of the position held.

Occupations	Executive	Specialist	Mid-Management	Employee
Fashion Buyer				
Warehouse Superintendent				
Airline Stewardess				
Innkeeper				
Research Analyst				
Station Master				
Department Manager				
Stockman				
Corporation President				
Display Trimmer				
Radio Announcer				
General Manager				
Bellboy				
Underwriter				
Ad Illustrator				



EVALUATIONS

THE MARKETING SCENE

1. Identify each of the five major components in the most frequently used channel of distribution by drawing a picture of each and labeling each in the blank provided. Be sure they are in the correct order to show the flow of goods and services.

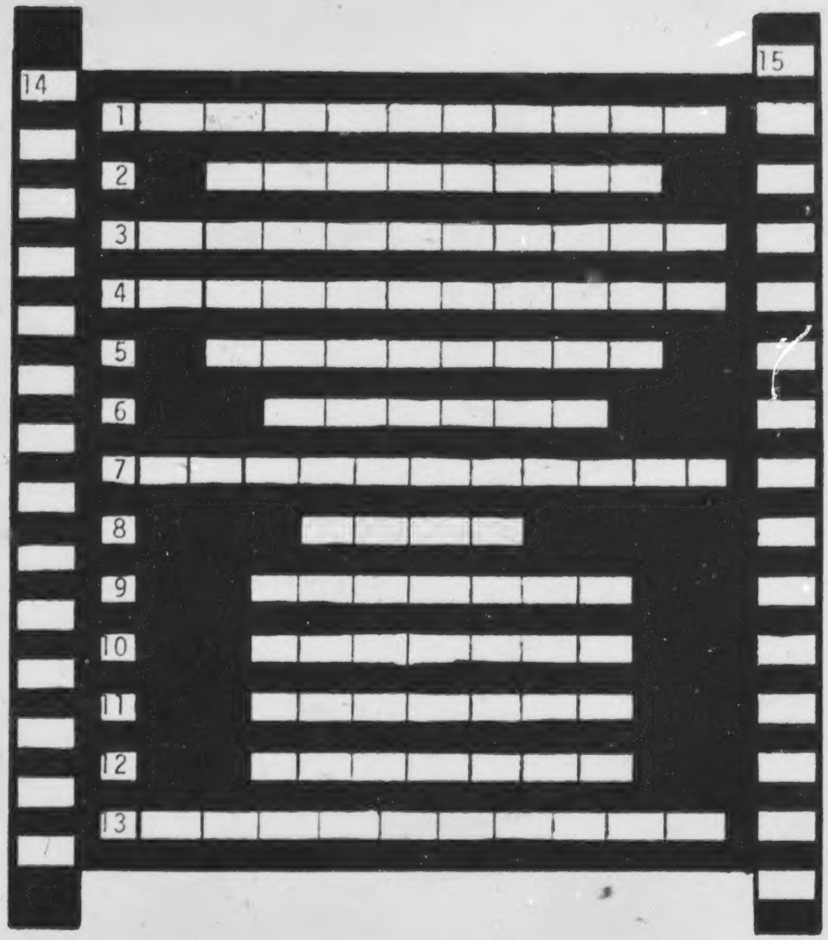
1.______________ → 2.______________ → 3.______________ ↘

5.______________________

4.________________/________________/________________ ↗

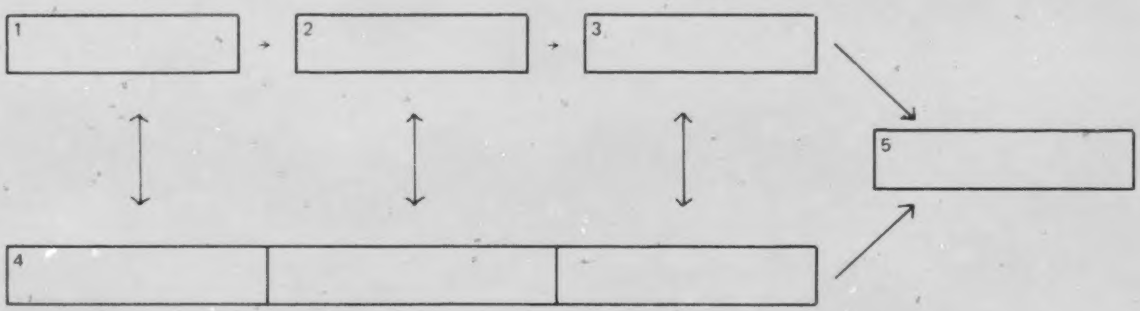
2. Read each of the marketing descriptions below and decide which term is explained. Place that marketing term in the correct blanks of the puzzle on the next page.

   1. acts as a middleman in distributing goods between the producer and the retailer
   2. may be a manufacturer, converter, or an extractor (mining or agriculture)
   3. sells goods directly to the individual consumer; may buy goods directly from the manufacturer or producer, from a wholesaler, or from a special agent
   4. one who purchases goods and services for use, not for resale
   5. involves the gathering of information so that marketing managers can make sound decisions and solve marketing problems
   6. supplies a business with the necessary materials needed for its use or resale to another business or consumers
   7. includes all the activities involved in acquiring and distributing goods and services for processing, business use, or personal consumption
   8. are possibilities of financial loss to people or property by unforeseen or uncontrollable factors
   9. provides the time and space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers
   10. deals with funds necessary for business operations and customer purchases
   11. the process of assisting or pursuading a customer to make a wise buying decision through personal contact or sales promotion materials
   12. buy from and sell to manufacturers, wholesalers, and retailers, as well as to consumers
   13. serves as a coordinator for all marketing activities
   14. provides the service of physically moving property and people from one location to another
   15. involves setting values or limits for the goods and services as well as the inspection and labeling to check conformity



THE MARKETING SURVEY

1. Write each of the components in the channels of distribution in the correct order to show the most frequently used channel for goods.



2. For each of the descriptions below, identify the correct marketing term and write the term in the appropriate blank.

____________ 1. acts as a middleman in distributing goods between the producer and the retailer.

____________ 2. may be a manufacturer, converter, or an extractor (mining or agriculture).

____________ 3. sells goods directly to the individual consumer, may buy goods directly from the manufacturer or producer, from a wholesaler, or from a special agent.

____________ 4. one who purchases goods and services for use, not for resale.

____________ 5. involves the gathering of information so that marketing managers can make sound decisions and solve marketing problems.

____________ 6. supplies a business with the necessary materials needed for its use or resale to another business or consumers.

____________ 7. includes all the activities involved in acquiring and distributing goods and services for processing, business use, or personal consumption.

____________ 8. are possibilities of financial loss to people or property by unforeseen or uncontrollable factors.

____________ 9. provides the time and space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers.

____________10. deals with funds necessary for business operations and customer purchases.

____________11. the process of assisting or pursuading a customer to make a wise buying decision through personal contact or sales promotion materials.

__________12. buy from and sell to manufacturers, wholesalers, and retailers, as well as to consumers.

__________13. serves as a coordinator for all marketing activities.

__________14. provides the service of physically moving property and people from one location to another.

__________15. involves setting values or limits for the goods and services, as well as the inspection and labeling to check conformity.

3. Label each of the marketing businesses below as a producer, wholesaler, retailer, or marketing service.
   1. Cattle Ranch ________
   2. Department Store ________
   3. Real Estate Agency ________
   4. Manufacturer ________
   5. Automobile Dealer ________
   6. Hamburger Stand ________
   7. Auto Parts Jobber ________
   8. Hobby Shop ________
   9. Fishing Fleet ________
   10. Movie Theatre ________

4. Decide which marketing activity is described in each of the situations below. Write the term in the blank provided.

__________________ 1. Sally interviewed customers at the store entrance.

__________________ 2. Mark checked the boxes for broken china.

__________________ 3. Sheila ordered ten new styles for the store.

__________________ 4. Doug helped his customer find the right size shirt.

__________________ 5. Charlene calculated the rate for shipping the tractors.

__________________ 6. Ted checked the rows of toys stocked in the storeroom.

__________________ 7. Melanie was gambling that the records would sell before the bill was due.

__________________ 8. As the comptroller, Phil estimated the money needed to finance the new business expansion.

__________________ 9. Nell decided to place a full page ad in Sunday's newspaper.

__________________ 10. Ed called a meeting to talk to all of his employees about the new policies he had just established.

THE MARKETING RESEARCH SCENE

1. Read each of the marketing research descriptions of careers and methods that are given below and place the correct word or words in the blank to the left.

____________________ 1. Conducts surveys with a direct, face-to-face contact

____________________ 2. Survey involving the study of people by watching them

____________________ 3. Conducts experiments with models of marketing situations

____________________ 4. Survey involving talking to individuals face-to-face

____________________ 5. Talks to people on the phone to gather necessary information

____________________ 6. Survey of a group of people for an extended period of time

____________________ 7. Coordinates and administers all research personnel

____________________ 8. Study of the effects or changes on a marketing scale model

____________________ 9. Studies and interprets all information that is gathered

____________________ 10. Survey in which phones are used to obtain the necessary data

____________________ 11. Serves as a consultant about general business conditions

____________________ 12. Survey in which sheets are mailed to people and returned

2. Study each of the marketing research situations described below. Identify which research method is being used and what career(s) are mentioned in it.

1. Mark visited ten teenagers' homes to find out if they drove to school.
2. Marsha called on the phone and asked twenty people if they ate pizza.
3. Chad compiled the totals from the sheets that the postman delivered.
4. Sheila studied and interpreted the data received from group reports.
5. Jake watched the customers as they selected fruits from the counters.

	Method Used	Career(s) Mentioned
1.	____________	____________
2.	____________	____________
3.	____________	____________
4.	____________	____________
5.	____________	____________

THE MARKETING RESEARCH SURVEY

1. Read each of the marketing research descriptions of careers and methods that are given below and place the correct word or words in the blank to the left.

__________ 1. Surveys of a group of people for an extended period of time

__________ 2. Talks to people on the phone to gather necessary information

__________ 3. Survey involving talking to individuals face-to-face

__________ 4. Conducts experiments with models of marketing situations

__________ 5. Study which involves the watching of people

__________ 6. Conducts surveys with a direct, face-to-face contact

__________ 7. Survey in which sheets are mailed to people and returned

__________ 8. Serves as a consultant about general business conditions

__________ 9. Survey in which phones are used to obtain the necessary data

__________ 10. Studies and interprets all information that is gathered

__________ 11. Study of the effects or changes on a marketing scale model

__________ 12. Coordinates and administers all research personnel

2. Study each of the marketing research situations described below. Identify which research method is being used and what career(s) are mentioned in it.

1. Dave watched the customers as they selected cheese from the counters.
2. Dottie studied and interpreted the data received from group responses.
3. Judd compiled the totals from the sheets that came in the mail.
4. Debbie called on the phone and asked twenty people if they ate candy.
5. Clem visited ten teenagers' homes to find out if they had a job.

	Method Used	Career(s) Mentioned
1.	__________	__________
2.	__________	__________
3.	__________	__________
4.	__________	__________
5.	__________	__________

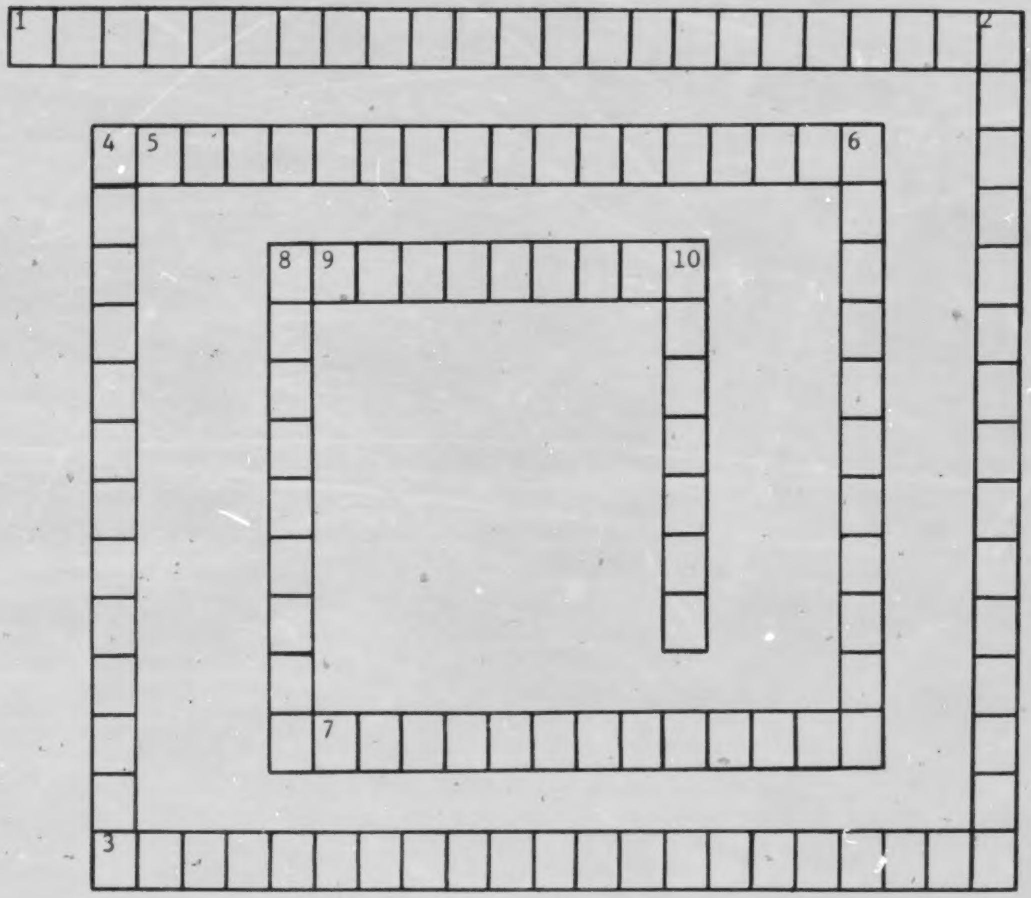
THE STANDARDIZATION SCENE

1. Inside the circle below are twenty marketing careers. Decide which ten of them are involved with the standardization function. Write their career titles in the blanks under the circle.

SALESMAN
INSPECTOR BUYER
PRODUCT TESTER STANDARDS ANALYST
INTERVIEWER SAMPLER BANK TELLER
EXAMINER SALES PROMOTER
METER CHECKER PURCHASING AGENT
GRADER
BOOKING AGENT FRONT DESK CLERK
QUALITY CONTROL MANAGER
FASHION MODEL COMPARISON SHOPPER
COMPLIANCE INVESTIGATOR
FIELD AGENT

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

2. In the puzzle below are blocks for the titles of ten standardization careers. Read each of the career descriptions at the bottom of the page and place its title in the numbered space of the puzzle.



1. government inspector for health, safety, and welfare.
2. supervises sorting and classifying of commodities.
3. coordinates manufacturing/marketing activities for product standards.
4. inspects utilities or transportation meters to determine if the correct amount of usage has been recorded.
5. supervises development and enforcement of standards.
6. government or consumer agency inspector for quality.
7. compares product to standards in performance.
8. checks products and procedures throughout the distribution process for weights, sizes, etc.
9. reviews forms or records against actual quantities distributed.
10. tastes, smells, feels, or observes selected portions or examples.

THE STANDARDIZATION SURVEY

1. Listed below are twenty careers in marketing. Circle those ten which are careers in the function of standardization.

Salesman
Inspector
Buyer
Bank Teller
Examiner
Meter Checker
Purchasing Agent
Grader
Booking Agent
Quality Control Manager

Product Tester
Interviewer
Sampler
Fashion Model
Standards Analyst
Front Desk Clerk
Comparison Shopper
Field Agent
Sales Promoter
Compliance Investigator

2. Read each of the career descriptions given below and supply the correct job title in the blank provided.

1. ______________________________ – coordinates manufacturing/marketing activities for product standards.
2. ______________________________ – supervises development and enforcement of standards.
3. ______________________________ – compares product to standards in performance.
4. ______________________________ – reviews forms or records against actual quantities distributed.
5. ______________________________ – checks products and procedures throughout the distribution process for weights, sizes, etc.
6. ______________________________ – sorts and classifies commodities for distribution.
7. ______________________________ – tastes, smells, fees, or observes selected portions or examples.
8. ______________________________ – government or consumer agency inspector for quality.
9. ______________________________ – inspects utilities or transportation meters to determine if the correct amount of usage has been recorded.
10. ______________________________ – government inspector for health, safety, and welfare.

THE BUYING SCENE

1. Match the buying decision or career with its explanation by placing the letter next to each description in the blank to the left of the career decision that it explains.

____ 1. Time and Space Buyer
____ 2. Purchasing Manager
____ 3. Distributor
____ 4. Broker
____ 5. Trainee
____ 6. Assembler
____ 7. Comparison Shopper
____ 8. Purchase-Price Analyst
____ 9. Importer
____ 10. Buyer
____ 11. Resident Buyer
____ 12. Purchasing Steward
____ 13. Dealer
____ 14. Purchasing Agent
____ 15. Merchandise Manager
____ 16. Booking Agent

____ 17. Where to Buy
____ 18. When to Buy
____ 19. How Much to Buy
____ 20. What to Buy

A. Buys used/damaged goods for resale/recycle
B. Supervises all merchandising activities
C. Buys from a producer and acts as his agent
D. Buys for resale to retailers or consumers
E. Buys small lots and resells in large lots
F. Investigates competitor's merchandise
G. Provides stock information to buyers
H. Buys foreign goods for resale to businesses
I. Studies price trends and production
J. Buys food and beverages for restaurants
K. Buys dry goods and apparel for retailers
L. Purchases advertising for business use
M. Buys goods for industrial operation
N. Secures attractions for entertainment
O. Buys for resale to any business or consumer
P. Supervises industrial/government buying

Q. Quantities of merchandise to purchase
R. Best sources and locations to buy goods
S. Selection of merchandise to purchase
T. Best time to purchase and receive goods

2. Decide which buying career is involved in each of the situations below. Write the career title under the correct column at the bottom of the page to show where that career is found according to the given situation. Place the number of the situation in the space to the left of the career title. Two blanks will not be used.

1. Jane went to New York to purchase appliances for her company's chain of stores.
2. Mel negotiated prime time on tv for promoting the company's newly-produced toy.
3. Peter signed up four new performers and had signs made for his dinner theatre.
4. Sonny met with all of his buyers to determine what their retail customers were interested in having them supply for quick delivery in December.
5. Roger gathered his records together after finally completing his buying plan of raw materials that his company would need to produce "Battles."
6. Lucy visited three competing gift shops to see what items were stocked.
7. Jason ordered ten cases of coke and four cases of gingerale for his restaurant's opening.
8. John reviewed his inventory and sales records to see which suntan lotions were requested and distributed most last summer to drug stores that his company served, so that they would have the best-selling brands in stock.
9. Peggy is working to become a buyer for her department store by keeping an eye open for fast and slow moving items, so that she can assist her buyer and assistant buyer in making good decisions.
10. Charles has just returned from a trip to Italy and France where he bought novelty and gift items to resell to wholesalers and retailers.

Manufacturer	*Wholesaler*	*Retailer*	*Services*
___ __________	___ __________	___ __________	___ __________
___ __________	___ __________	___ __________	___ __________
___ __________	___ __________	___ __________	___ __________

BUYING UNIT SURVEY

1. Match the buying decision or career with its explanation by placing the letter next to each description in the blank to the left of the career decision that it explains.

___ 1. Booking Agent
___ 2. Merchandise Manager
___ 3. Purchasing Agent
___ 4. Dealer
___ 5. Purchasing Steward
___ 6. Resident Buyer
___ 7. Buyer
___ 8. Importer
___ 9. Purchase Price Analyst
___ 10. Comparison Shopper
___ 11. Assembler
___ 12. Trainee
___ 13. Broker
___ 14. Distributor
___ 15. Purchasing Manager
___ 16. Time and Space Buyer

A. Supervises industrial/government buying
B. Buys for resale to any business or consumer
C. Secures attractions for entertainment
D. Buys goods for industrial operation
E. Purchases advertising for business use
F. Buys dry goods and apparel for retailers
G. Buys food and beverages for restaurants
H. Studies price trends and production
I. Buys foreign goods for resale to businesses
J. Provides stock information to buyers
K. Investigates competitor's merchandise
L. Buys small lots and resells in large lots
M. Buys for resale to retailers or consumers
N. Buys from a producer and acts as his agent
O. Supervises all merchandising activities
P. Buys used/damaged goods for resale/recycle

___ 17. What to Buy
___ 18. How Much to Buy
___ 19. When to Buy
___ 20. Where to Buy

Q. Best time to purchase and receive goods
R. Selection of merchandise to purchase
S. Best sources and locations to buy goods
T. Quantities of merchandise to purchase

2. Study each buying situation described below and identify the buying career involved by placing its job title under the CAREERS COLUMN next to that situation's number. Decide which business or industry the career is found and place an "M" for manufacturer, "W" for wholesaler, "R" for retailer, and "S" for marketing services in the BUSINESS COLUMN next to the correct number.

    1. Liza went to New York to purchase sportswear for her company's chain of stores.
    2. Ted negotiated prime time on tv for promoting the company's newly-produced car.
    3. David signed up four new performers and had signs made for his night club.
    4. Chuck met with all of his buyers to determine what their retail customers were interested in having them supply for quick delivery in December.
    5. Robin gathered his records together after finally completing his buying plan of raw materials that his company would need to produce "Jiggles."
    6. Gail visited three competing gift shops to see what items were stocked.
    7. Jason ordered ten cases of coke and four cases of root beer for his hotel.
    8. Chad reviewed his inventory and sales records to see which suntan lotions were requested and distributed most last summer to drug stores that his company served, so that they would have the best-selling brands in stock.
    9. Terry is working to become a buyer for her department store by keeping an eye open for fast and slow-moving items, so that she can assist her buyer and assistant buyer in making good decisions.
    10. Michael has just returned from a trip to Japan and Mexico where he bought novelty and gift items to resell to wholesalers and retailers.

	Careers Column	*Business Column*
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

THE SELLING SCENE

1. Listed below are sixteen personal selling careers in which you might work. To the right of the careers list are the four major business components in the channels of distribution. Decide which business employs each of the given careers and draw a line from the career to the appropriate business. Remember, in some cases the personal selling career may be found in more than one of the businesses and you will draw more than one line.

Personal Selling Careers

Business Agent
Front Desk Clerk
Detail Salesman
Salesclerk
Demonstrator
Industrial Salesman
Convention Manager
Manufacturer's Rep
Service Station Attendant
Cashier
Bellman
Sales Manager
Outside Salesman
Advertising Solicitor
Missionary Salesman
Ticket Agent

Business Components

Producers

Wholesalers

Retailers

Marketing Services

Clue: You should draw a total of 24 lines from careers to businesses!

2. Read each of the nonpersonal selling career descriptions given below. When you have decided the correct job title, place it in the numbered spaces you find below for each of the twelve descriptions.

1. ___ ___ ___ ___ ___ ___ ___ ___ ___
2. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
3. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
4. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
5. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
6. ___ ___ ___ ___ ___ ___ ___ ___
7. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
8. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
9. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
10. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
11. ___ ___ ___ ___ ___
12. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

1. Gives information to audiences about people, places, events on radio and tv
2. Prepares original copy for printed ad or radio script
3. Creates a picture or sketch for a product or service in an advertisement
4. Assembles all the parts of an ad into an attractive, appealing design
5. Compares final copy with finished printed copy of an ad or article
6. Gathers information about events or happenings and writes a news release
7. Plans and coordinates promotional campaigns using special techniques
8. Creates and plans merchandise displays on the drawing board
9. Arranges merchandise and props into an attractive display
10. Adds back drops, floor coverings, and accessories to the displays
11. Plans and conducts programs to create goodwill for businesses, organizations, and institutions
12. Provides information concerning a person or group's activities through news releases, interviews, and scheduling public appearances

3. Given below are job descriptions of twenty selling careers. For each job description, write the correct career title in the space provided and put a "P" for personal or an "N" for nonpersonal to show whether or not direct contact with customers is involved.

	Selling Career Title	*"P/N"*		*Selling Career Title*	*"P/N"*
1.			11.		
2.			12.		
3.			13.		
4.			14.		
5.			15.		
6.			16.		
7.			17.		
8.			18.		
9.			19.		
10.			20.		

Selling Job Descriptions

1. Represents entertainers in selling their talents to theatres, motion picture studios, and other entertainment or amusement centers

2. Coordinates activities of food and beverage workers within a restaurant for its dining room, cocktail lounge, and banquet facilities

3. Sells advertising space or time to a business for a newspaper, magazine, radio or television station, or other advertising media agencies

4. Provides service to motor vehicles for customers by selling gasoline, oils, tires, accessories and gives added assistance by washing windows and checking water, oil, tires, etc.

5. Registers and assigns guests to their hotel or motel rooms, issues room keys, and keeps room records in handling sales for a hotel or motel

6. Handles exchange or money in cash or credit for purchases of goods or services by customers for retailers or marketing service industries

7. Provides audiences with information about people, places, products, and events on radio and television, as well as in theatres or other entertainment or amusement centers

8. Obtains information about a product or service and the advertising sponsor and prepares the original copy for a printed ad or the written script for radio, television, or other audio advertising means

9, Creates a picture or design to favorably show a product or service described in the copy of an advertisement

10. Assembles all the parts of an advertisement into an eye-catching, attractive design

11. Gathers information about special events and happenings and prepares news releases for radio, television, and newspapers

12. Employed by a manufacturer, wholesaler, or retailer to show a product in use to groups of prospective customers

13. Aids the wholesaler by inventorying a supermarket's supply of non-food items, replenishing the stock, and arranging displays

14. Hired by a retail store to assist many customers, often for frequently bought items or lower-priced goods

15. Sells a manufacturer's goods to wholesalers and retailers for resale to consumers

16. Follows-up a pioneer or industrial salesman to take an inventory of the stock and write the necessary orders

17. Plans and coordinates special promotional campaigns using techniques, such as samples, contests, stamps, coupons, etc.

18. Arranges the merchandise and props into an attractive display as created by the designer

19. Adds the back drops, floor coverings, and other display accessories indicated by the display man

20. Organizes information concerning a person or group's activities, prepares news releases, gives interviews, plans for public gatherings and otherwise acts as a liaison between a person or group and the general public

THE SELLING SURVEY

1. Listed directly below are sixteen personal selling careers found throughout the channels of distribution. Underneath these selling careers are four columns representing each of the four major business components within the distribution channels. Decide which businesses employ each of the given careers and write the career title under the appropriate column heading(s). Remember, a job title might be under all four columns, only one column, or two or three columns. Twenty-four of the blanks provided should be filled.

Personal Selling Careers

Advertising Solicitor
Industrial Salesman
Missionary Salesman
General Salesman
Rack Salesman
Sales Manager
Demonstrator
Business Agent
Bellman
Maitre d'
Cashier
Salesclerk
Manufacturer's Rep
Convention Manager
Outside Salesman
Front Desk Clerk

Business Components in the Distribution Channels

Producers	*Wholesalers*	*Retailers*	*Services*

2. Descriptions of twelve nonpersonal careers are given below. Underneath each of them are boxes in which you are to write the letters of the job title that is explained by each description. Not all of the boxes under each description will be used. In fact, only two of the descriptions have job titles that will use all of the boxes provided.

1. Plans and coordinates promotional campaigns using special techniques

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

2. Creates and plans merchandise displays on the drawing board

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

3. Arranges merchandise and props into an attractive display

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

4. Adds back drops, floor coverings, and accessories to the displays

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

5. Plans and conducts programs to create goodwill for businesses

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

6. Provides information concerning a particular person or group's activities through news releases, interviews, and scheduling public appearances

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

7. Gives information to audiences about people and events on radio and tv

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

8. Prepares original copy for printed ad or radio script

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

9. Creates a picture or sketch for a product or service in an advertisement

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

10. Assembles all the parts of an ad into an attractive, appealing design

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

11. Compares final copy with finished printed copy of an ad or article

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

12. Gathers information about events or happenings and writes a news release

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

3. Read each of the twenty career descriptions given below and write its correct career title in the space provided. Indicate whether that career is personal or nonpersonal selling by checking "P" for personal or "N" for nonpersonal.

Selling Career Title	*"P/N"*	*Selling Career Title*	*"P/N"*
1. ____________________	_____	11. ____________________	_____
2. ____________________	_____	12. ____________________	_____
3. ____________________	_____	13. ____________________	_____
4. ____________________	_____	14. ____________________	_____
5. ____________________	_____	15. ____________________	_____
6. ____________________	_____	16. ____________________	_____
7. ____________________	_____	17. ____________________	_____
8. ____________________	_____	18. ____________________	_____
9. ____________________	_____	19. ____________________	_____
10. ____________________	_____	20. ____________________	_____

Selling Career Descriptions

1. Follows-up a pioneer or industrial salesman to take an inventory of the stock and write the necessary orders.
2. Plans and coordinates special promotional campaigns using techniques such as samples, contests, stamps, coupons, etc.
3. Arranges the merchandise and props into an attractive display as created by the designer
4. Adds the back drops, floor coverings, and other display accessories indicated by the display man
5. Organizes information concerning a person or group's activities, prepares news releases, gives interviews, plans for public gatherings and otherwise acts as a liaison between a person or group and the general public
6. Represents entertainers in selling their talents to theatres, motion picture studios, and other entertainment or amusement centers
7. Coordinates activities of food and beverage workers within a restaurant for its dining room, cocktail lounge, and banquet facilities

8. Sells advertising space or time to a business for a newspaper, magazine, radio or television station, or other advertising media agencies

9. Provides service to motor vehicles for customers by selling gasoline, oils, tires, and accessories and gives added assistance by washing windows and checking water, oil, tires, etc.

10. Registers and assigns guests to their hotel or motel rooms, issues room keys, and keeps room records in handling sales for a hotel or motel

11. Handles exchange or money in cash or credit for purchases of goods or services by customers for retailers or marketing service industries

12. Provides audiences with information about people, places, products, and events on radio and television, as well as in theatres or other entertainment or amusement centers

13. Obtains information about a product or service and the advertising sponsor and prepares the original copy for a printed ad or the written script for radio, television, or other audio advertising means

14. Creates a picture or design to favorably show a product or service described in the copy of an advertisement

15. Assembles all the parts of an advertisement into an eye-catching, attractive design

16. Gathers information about special events and happenings and prepares news releases for radio, television, and newspapers

17. Employed by a manufacturer, wholesaler, or retailer to show a product in use to groups of prospective customers

18. Aids the wholesaler by inventorying a supermarket's supply of non-food items, replenishing the stock, and arranging displays

19. Hired by a retail store to assist many customers, often for frequently bought items or lower-priced goods

20. Sells a manufacturer's goods to wholesalers and retailers for resale to consumers

THE STORAGE SCENE

1. Identify six major services provided by storage:

___ ___ ___ ___ ___ ___ ___ ___ / ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ / ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ / ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ / ___ ___ ___ ___ ___ ___ ___ ___ / and ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ / ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ / ___ ___ ___ ___ ___ and ___ ___ ___ ___ ___ ___ ___ / ___ ___ ___ ___ ___

Name nine careers which can be found in storage of goods:

1.
2.
3.
4.
5.
6.
7.
8.
9.

2. Deca Distributors received ten shipments of records. These needed to be unloaded, labeled, stored on shelves, sorted and shipped in various quantities to local record shops and department stores. Starting with #1, list storage careers in the order in which they would be involved.

5. ____________	6. ____________
4. ____________	7. ____________
3. ____________	8. ____________
2. ____________	9. ____________
1. ____________	10. ____________
Receiving	Shipping

THE STORAGE SURVEY

1. List six major services of storage:

   1. ____________________
   2. ____________________
   3. ____________________
   4. ____________________
   5. ____________________
   6. ____________________

   Give nine career titles found in storage:

   1. ____________________
   2. ____________________
   3. ____________________
   4. ____________________
   5. ____________________
   6. ____________________
   7. ____________________
   8. ____________________
   9. ____________________

2. A truckload of Christmas toys arrived at Ward's warehouse to be unloaded, priced, stored, and shipped to thirty local retailers in thirty days. Identify ten careers that would be involved from the notice of the goods arriving until the time the goods are shipped. Place them in the order in which they would be involved from the notice of the arriving goods.

   1. ____________________
   2. ____________________
   3. ____________________
   4. ____________________
   5. ____________________
   6. ____________________
   7. ____________________
   8. ____________________
   9. ____________________
   10. ____________________

THE TRANSPORTATION SCENE

1. Listed below are the five methods of transportation. Next to each method are two boxes. Identify two careers for each method by writing the career titles in the two to the right of each of the transportation method.

Transportation Method	*Career*	*Career*
AIRLINES	______________	______________
HIGHWAYS	______________	______________
PIPELINES	______________	______________
RAILWAYS	______________	______________
WATERWAYS	______________	______________

2. For each of the ten job descriptions below, give the correct job title and name the transportation method in which that career is found.

	Career	*Industry*		*Career*	*Industry*
1.	__________	__________	6.	__________	__________
2.	__________	__________	7.	__________	__________
3.	__________	__________	8.	__________	__________
4.	__________	__________	9.	__________	__________
5.	__________	__________	10.	__________	__________

1. Supervises workers in the water pipeline industry.
2. Checks passengers tickets as they board the train.
3. Loads and unloads luggage and boxes from buses.
4. Coordinates activities for goods going out of the country.
5. Greets passengers as they board the aircraft.
6. Locates new personnel and place for oil stations.
7. Supervises activities with a train station.
8. Checks on location of buses in transit.
9. Handles coordination of ship's activities for Captain.
10. Inspects tickets and assigns seats before passengers board a plane.

THE TRANSPORTATION SURVEY

1. Next to each of the transportation methods below, name two careers that are found in each.

Airlines ____________________ ____________________
Waterways ____________________ ____________________
Railroads ____________________ ____________________
Highways ____________________ ____________________
Pipeline ____________________ ____________________

2. For each of the ten job descriptions below, give the correct job title and name the transportation method in which that career is found.

Career	Industry	Career	Industry
1. ____________	____________	6. ____________	____________
2. ____________	____________	7. ____________	____________
3. ____________	____________	8. ____________	____________
4. ____________	____________	9. ____________	____________
5. ____________	____________	10. ____________	____________

1. 1. Supervises workers in the water pipeline industry.
2. Inspects tickets and assigns seats before passengers board a plane.
3. Checks passengers' tickets as they board the train.
4. Handles coordination of ship's activities for Captain.
5. Loads and unloads luggage and boxes from buses.
6. Checks on location of buses in transit.
7. Coordinates activities for goods going out of the country.
8. Supervises activities with a train station.
9. Greets passengers as they board the aircraft.
10. Locates new personnel and place for oil stations.

THE FINANCIAL SCENE

1. Each of the boxes below contains a kind of business. See if you can identify three of the financial careers available in these businesses. Write the letters in the blanks provided.

Commercial Bank

____

____

____

Finance Company

____

____

____

Stock Exchange

____

____

____

Department Store

____

____

____

General Warehouse

____

____

____

Credit Union

____

____

____

Real Estate

____

____

____

Car Manufacturer

____

____

____

2. Study each job description below. Place the appropriate career title in the blanks provided to the left of the description.

_______ 1. Approves loans for applicants of a finance company.

_______ 2. Represents securities brokers on stock exchange floor.

_______ 3. Handles bank receipts and pays out money for checking, savings, and loans.

_______ 4. Okays amounts of credit purchases by customers in a retail store.

_______ 5. Assists clients in the buying, selling, or trading of stocks.

_______ 6. Controls and organizes all activities with a bank.

_______ 7. Reviews credit information and application with loan applicant.

_______ 8. Receives, examines, and delivers securities deposited for safekeeping.

_______ 9. Inspects and determines dollar values of property.

_______10. Oversees all credit accounts for a wholesaler.

_______11. Directs all monetary programs and transactions within a bank.

_______12. Handles paperwork necessary to complete a property sale.

_______13. Checks credit information on a loan application to a finance company.

_______14. Examines, evaluates, and approves credit applications for a bank loan.

_______15. Rents, buys, and sells property for clients.

THE FINANCIAL SURVEY

1. Listed below are eight types of marketing businesses, including financial institutions. Underneath each of them, name three financial careers which could be found within that business.

Commercial Bank

1. ______________________________
2. ______________________________
3. ______________________________

Finance Company

1. ______________________________
2. ______________________________
3. ______________________________

Stock Exchange

1. ______________________________
2. ______________________________
3. ______________________________

Department Store

1. ______________________________
2. ______________________________
3. ______________________________

General Wholesaler

1. ______________________________
2. ______________________________
3. ______________________________

Credit Union

1. ______________________________
2. ______________________________
3. ______________________________

Real Estate Agency

1. ______________________________
2. ______________________________
3. ______________________________

Car Manufacturer

1. ______________________________
2. ______________________________
3. ______________________________

2. Read each of the job descriptions below and place the right career title in the blanks at the bottom of the paper.

   1. Rents, buys, and sells property for clients.
   2. Examines, evaluates, and approves credit applications for a bank loan.
   3. Checks credit information on a loan application to a finance company.
   4. Handles paperwork necessary to complete a property sale.
   5. Directs all monetary programs and transactions within a bank.

6. Oversees all credit accounts for a wholesaler.
7. Inspects and determines dollar value of property.
8. Receives, examines, and delivers securities deposited for safekeeping.
9. Reviews credit information and application with loan applicant.
10. Controls and organizes all activities with a bank.
11. Assists clients in the buying, selling, or trading of stocks.
12. Okays amounts of credit purchases by customers in a retail store.
13. Handles bank receipts and pays out money for checking, savings, and loans.
14. Represents securities brokers on stock exchange floor.
15. Approves loans for applicants of a finance company.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________

THE MARKETING RISK SCENE

1. Study each of the marketing career titles below and place an "R" in the blank to the left of the twelve which are careers in marketing risk.

____ Telephone surveyor
____ Marine Insurance Specialist
____ Sales Agent
____ Display Manager
____ Field Representative
____ Ad Layout Man
____ Underwriter
____ Independent Agent
____ Insurance Broker
____ Sales Promotion Director
____ Policy Writer
____ Merchandise Manager
____ Claims Adjuster
____ Real Estate Salesman
____ Premium Rate Clerk
____ Importer-Exporter
____ Salvor Agent
____ Airline Stewardess
____ Claims Analyst
____ Insurance Coordinator

2. Listed in the three columns below are twelve marketing careers in risk. Underneath these career titles are ten job descriptions. Place the letter of the career title in the blank to the left of its correct job description.

a. Branch Manager
b. Field Representative
c. Insurance Broker
d. Claims Adjuster
e. Underwriter
f. Insurance Coordinator
g. Insurance Sales Agent
h. Independent Agent
i. Policy Writer
j. Premium Clerk
k. Claims Analyst
l. Salvor Agent

______ 1. studies risk information, decides if risk is to be accepted, and oversees policy issuance and premium calculations

______ 2. represents the client in purchasing insurance from the company which best meets that customer's needs

______ 3. sells insurance as an agent for several companies

______ 4. sells policies and services customers for one company

______ 5. trains, advises, and inspects agents

______ 6. supervises and coordinates all activities for the company in that office or territory

______ 7. sells or disposes of the damaged property after claims

______ 8. checks property damages to see if the losses are covered and determines the amount of the reimbursement to insured

______ 9. checks life and health losses for payment

______10. studies policy and risk factors to determine the correct classifications and calculates the premium

THE MARKETING RISK SURVEY

1. Listed below are twenty careers in marketing. Circle the twelve careers which are primarily risk-bearing in function or activities.

Claims Analyst
Display Trimmer
Salvor Agent
Ad Illustrator
Insurance Sales Agent
Fashion Model
Public Relations Director
Field Representative
Booking Agent
Premium Rate Clerk
Product Clerk
Insurance Broker
Claims Adjuster
Research Interviewer
Underwriter
Insurance Examiner
Independent Agent
Warehouseman
Policy Checker
Insurance Coordinator

2. Listed in the three columns below are twelve marketing careers in risk. Underneath these career titles are ten job descriptions. Place the letter of the career title in the blank to the left of its correct job description.

a. Branch Manager
b. Field Representative
c. Insurance Broker
d. Claims Adjuster
e. Underwriter
f. Insurance Coordinator
g. Insurance Sales Agent
h. Independent Agent
i. Policy Writer
j. Premium Clerk
k. Claims Analyst
l. Salvor Agent

______ 1. supervises and coordinates all activities for the company in that office or territory

______ 2. trains, advises, and inspects agents

______ 3. sells insurance as an agent for several companies

______ 4. represents the client in purchasing insurance from the company which best meet that customer's needs

______ 5. studies risk information, decides if risk is to be accepted, and oversees policy issuance and premium calculations

______ 6. studies needs of the customer and issues policy

______ 7. studies policy and risk factors to determine the correct classifications and calculates the premium

______ 8. sells policies and services customers for one company

______ 9. checks life and health losses for payment

______ 10. sells or disposes of the damaged property after claims

THE MANAGEMENT SCENE

1. Circle the sixteen marketing careers below which are found at the management level.

Innkeeper
Store Manager
Fashion Buyer
Interviewer
Publicity Director
Meter Reader
Division Superintendent
Airline Stewardess
Standards Analyst
Warehouse Supervisor
Salesclerk
Magazine Editor

Executive Secretary
Stationmaster
Illustrator
Bank Cashier
Sampler
Contract Administrator
Corporate President
Gift Shop Proprietor
Display Technician
Marketing Research Director
Grading Foreman
Service Station Attendant

THE MANAGEMENT SCENE

Directions

Study each of the management situations below and supply his/her specific career title in the spaces provided. Next to it write the letter of the management career level involved in the blank provided. Use: "E" Executive, "M" Mid-Management, "S" Specialist.

1. Dick Saunders, the manager of Paradise Motel, hired a new front desk clerk for the night shift.

   — — — — — — — — — —   —

2. Marlene Swift visited the Dallas market to purchase spring lines of sportswear for her company's specialty shops.

   — — — — — — —/— — — — —   —

3. George Thompson explained to his shipping/receiving staff that the arriving shipment of hardware supplies had to be unloaded, packed in smaller cartons, and shipped to ten local stores by Friday.

   — — — — — — — — — —/— — — — — — — — — —   —

4. Coleen Miller studied the marketing survey data which had been gathered to determine whether customers were satisfied with the company's new soap.

   — — — — — — — —/— — — — — — — —   —

5. Harvey Albers, head of the largest bicycle manufacturing company, called his division managers to an important meeting.

   — — — — — — — — — — — —/— — — — — — — — —   —

6. Linda Parker planned several events, including a fashion show, to promote the store's new lines of evening gowns and cocktail dresses.

   — — — — — — — —/— — — — — — — — — — — —   —

7. Walter Swenson met with his staff to discuss the best way to show the new merchandise in the store windows.

   — — — — — — — —/— — — — — — —   —

8. Cheryl Bronson met with a group of wholesale managers to inform them about general economic conditions and business trends.

   — — — — — — — — — —   —

9. Bruce Roth checked to see that his men were accurately sorting and classifying the automobile parts.

   — — — — — — — —/— — — — — — —   —

10. Emma Davis reviewed the past month's business to figure the railroad workers scheduled for next month's operation.

    — — — — — — — — — — — — —   —

THE MANAGEMENT SURVEY

1. Place an "X" next to those marketing careers below which are at the management level.

____ Corporate President
____ Train Conductor
____ Dock Boss
____ Marketing Research Analyst
____ Florist
____ Order Picker
____ Business Broker
____ Grader
____ Newspaper Editor
____ Real Estate Appraiser
____ Sales Promotion Director
____ Department Store Manager
____ Airport Superintendent
____ Terminal Supervisor
____ Association Administrator
____ Telephone Surveyor
____ Innkeeper
____ Display Trimmer
____ Bookmaker
____ Insurance Adjuster
____ Fashion Coordinator
____ Industrial Economist
____ Branch Office Foreman
____ Advertising Solicitor

THE MANAGEMENT SURVEY

Directions

Read each of the marketing management situations below and write the specific management title in the MANAGEMENT CAREERS column. Indicate which of the three management career levels is involved in each situation by placing its name in the appropriate numbered blank under the MANAGEMENT LEVELS column.

	Management Careers	*Management Levels*
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

1. Gary Banks reviewed the records of his cashier before meeting with the board of directors to discuss the cashier's promotion as his successor in the financial organization.
2. Bonnie Williams studied her past sales for Mother's Day weekends and ordered 300 dozen of red roses.
3. Tom Myers told his salesmen that their sales volume had not increased as much as other areas of the store.
4. Betty Casella met with the company's salesmen to find out what retailers wanted before she travelled to Chicago to purchase appliances from the manufacturer.
5. Paul Goodman supervised the men unloading the boxes and crates from the ship.
6. Jessica Stewart inspected the fire damage which had been done to the house and furnishings and settled with the insured for $23,000.

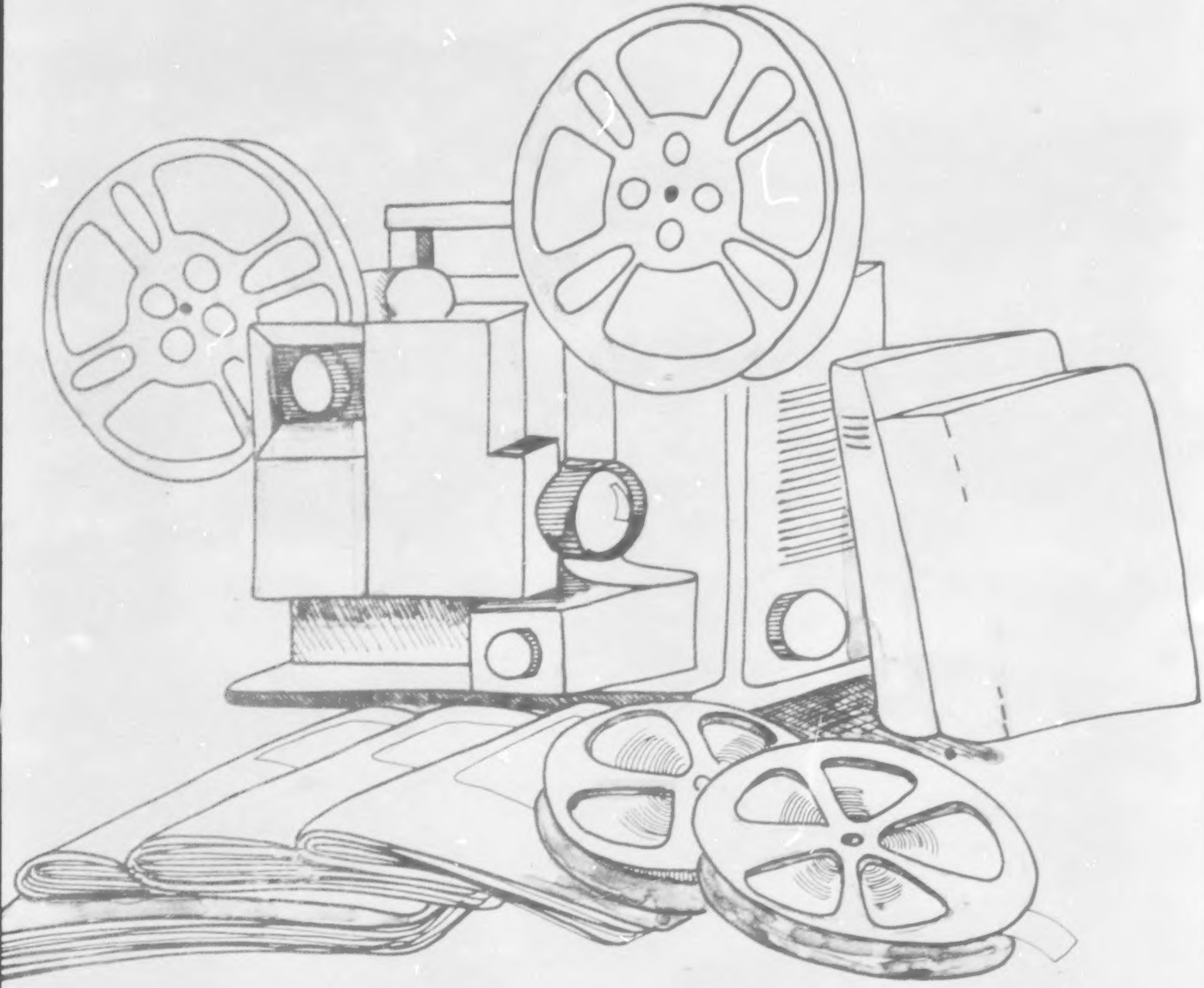
7. Sam Cornelius visited with each airlines' executives to discuss their space requirements in the new terminal wing.

8. Judy Boynton met with the company's buyers to inform them of the budgets and new purchasing policies.

9. Ralph Cowser took the copy and illustration he received and arranged them in an "eye-catching" manner on the page.

10. Lynda James observed and talked to each of the company's insurance agents in her effort to coordinate all regional activities.

SPECIAL RESOURCES



AUDIO-VISUAL RESOURCES

"A Better Way," 16 mm black and white film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.

"Ad-Ventures," 16 mm color film, ASSOCIATED BUSINESS PUBLICATIONS, 205 East 42nd Street, New York 10003.

"Art Careers In Advertising," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.

"Airport Service," color filmstrip series, IMPERIAL FILMS, INC., 332 South Michigan Avenue, Chicago, Illinois 60604.

"Air Travel," color filmstrip series, COLONIAL FILMS, INC., Box 22857, Ft. Lauderdale, Florida 33515.

"Business of Keeping Promises," color sound filmstrip, AUDIO-VISUAL ASSOCIATES.

"Canned Meat Story," 16 mm color film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 10040.

"Career Calling," 16 mm color film, JIM HANDY CORPORATION, 2821 East Grand Boulevard, Detroit, Michigan.

"Career Development," cassette tape series, IMPERIAL FILMS, INC., 332 South Michigan Avenue, Chicago, Illinois 60604.

"Career Exploration," color sound filmstrip series, SCIENCE RESEARCH ASSOCIATES, 259 East Erie Street, Chicago, Illinois 60611.

"Career Game," color sound filmstrip, career cards kit, IMPERIAL FILMS, INC., 332 South Michigan Avenue, Chicago, Illinois 60604.

"Careers in Broadcast News," 16 mm color film, UNIVERSITY OF IOWA, Cedar Falls, Iowa 50613.

"Careers In Business Administration," color sound filmstrip, PATHESCOPE EDUCATIONAL FILMS, INC., 71 Weyman Avenue, New Rochelle, NY 10802.

"Careers In The Department Store," 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, New York 10003.

"Careers in Fashion," 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, New York 10003.

"Careers in Fashion and Textiles," color sound filmstrip, PATHESCOPE EDUCATION FILMS, INC., 71 Weyman Avenue, New Rochelle, NY 10802.

"Careers in Fashion Design," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.

"Careers in Filmmaking," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.

"Careers in Food Merchandising," 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, NY 10003.

"Careers in Food Service," color sound filmstrip, PATHESCOPE EDUCATIONAL FILMS, INC., 71 Weyman Avenue, New Rochelle, NY 10802.

"Careers in Home Furnishings," 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, NY 10003.

"Careers In Illustration," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.

"Careers in Insurance," color sound filmstrip, AMERICAN INSURANCE INSTITUTE.

"Careers in Journalism," color sound filmstrip, PATHESCOPE EDUCATIONAL FILMS, INC., 71 Weyman Avenue, New Rochelle, NY 10802.

"Careers in Leisure Time Industry," color sound filmstrip, PATHESCOPE EDUCATION FILMS, INC., 71 Weyman Avenue, New Rochelle, NY 10802.

"Careers in Sales," 16 mm color film, UNIVERSITY OF SOUTH CAROLINA, Division Educational Services, Columbia, South Carolina 29208.

"Careers In Service Stations," 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, NY 10003.

"Careers in Show Business," color sound filmstrip, PATHESCOPE EDUCATIONAL FILMS, INC., 71 Weyman Avenue, New Rochelle, NY 10802.

"Careers in Television," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, NY 11022.

"Careers in Transportation," color sound filmstrip, PATHESCOPE EDUCATIONAL FILMS, INC., 71 Weyman Avenue, New Rochelle, NY 10802.

"Careers in Transportation," 16 mm color film, UNIVERSITY OF SOUTH CAROLINA, Division Educational Services, Columbia, South Carolina 29208.

"Careers—Sales," 16 mm color film, FLORIDA STATE UNIVERSITY, Tallahassee, Florida.

"Careers Unlimited," cassette tape series, CLASSROOM PRODUCTIONS, 851 College Parkway at McGregor Blvd., Ft. Myers, Florida 33901.

"Credit," 16 mm color film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.

"Discovery," color sound filmstrip series, SCHOLASTIC BOOK SERVICES, Richmond Hill, Ontario, Canada.

"Fashion: The Career of Challenge," 16 mm color film, BASSIST INSTITUTE.

"For Some Must Watch," 16 mm color film, BUSINESS EDUCATION FILMS, 5113-16th Avenue, Brooklyn, New York 11204.

"Fruits of a Lifetime," 16 mm color film, UNION PACIFIC RAILROAD, 1416 Dodge Street, Omaha, Nebraska.

"General Insurance Careers," 16 mm color film, UNIVERSITY OF UTAH, Educational Media Center, Salt Lake City, Utah 84110.

"How to Succeed Without Really Flying," 16 mm color film, FEDERAL AVIATION COMMISSION, P.O. Box 25082, Oklahoma City, Oklahoma 73125.

"Is a Career in Banking For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career in Business Administration For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career in Finance, Insurance, or Real Estate For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career In Management For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career in Radio or Television For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career in the Apparel Industry For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career in the Hotel or Motel Business For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career in the Restaurant Business For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Railroad Career For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Sales Career For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Insurance Careers," color sound filmstrip, INSTITUTE OF INSURANCE.

"Job Opportunities in Hotels and Motels," 16 mm color film, UNIVERSITY OF COLORADO, Fort Collins, Colorado 80521.

"Job Opportunities Now, Set I," filmstrip series, SINGER, S.V.E. INC., 1345 Diversey Parkway, Chicago, Illinois 60614.

"Just a Teller," filmstrip, LEARNING ARTS, P.O. Box 917, Wichita, Kansas 67201.

"Lady and the Stock Exchange," 16 mm color film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.

"Modern Innkeepers," 16 mm color film (20 minutes) AMERICAN HOTEL AND MOTEL ASSOCIATION, 888 Seventh Avenue, New York, NY 10019.

"Occupations In Supermarkets," slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, NY 10003.

"Opportunities in Sales and Merchandising," 16 mm color film, UNIVERSITY OF COLORADO, Fort Collins, Colorado 80521.

"Selling as a Career," color sound filmstrip, UNIVERSAL EDUCATION AND VISUAL ARTS, 221 Park Avenue, South, New York, NY 10003.

"The Journalists," 16 mm color film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.

"The One Man Band That Went to Wall Street," 16 mm color film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.

"The Story of Distributive Education," 16 mm color film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.

"The Voice of Your Business," 16 mm color film, BELL SYSTEM, Local Telephone Company, Your City, Your State.

"The World of Marketing & Distribution," 35 mm slide series, CAREER WORLD, INC., 1560 Vesta Drive, Harrisburg, Pennsylvania 17117.

"The World Is Yours," 16 mm color film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.

"Tommy Looks at Careers--Trucking," 16 mm color film, UNIVERSITY OF WYOMING, Laramie, Wyoming.

"Transportation: An Ocean Port," color filmstrip series, IMPERIAL FILMS, INC., 332 South Michigan Avenue, Chicago, Illinois 60604.

"Transportation: Our Railroads," color sound filmstrip series, IMPERIAL FILMS, INC., 332 South Michigan Avenue, Chicago, Illinois 60604.

"Understanding Wholesaling," 35 mm slides, OHIO DISTRIBUTIVE EDUCATION MATERIALS LAB, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210.

"What Do You Want?" 16 mm color film, ASSOCIATION-STERLING FILMS, 866 Third Avenue, New York, New York 10022.

"Where Do I Go From Here?" 16 mm color film, NATIONAL RESTAURANT ASSOCIATION, 1530 North Lake Shore Drive, Chicago, Illinois 60610.

"Why Work At All?" filmstrip, GUIDANCE ASSOCIATES, Pleasantville, New York 10570.

"Writing Careers in Advertising," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.

"Your Future in Retailing," 35 mm slide set, OHIO DISTRIBUTIVE EDUCATION MATERIALS LAB, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210.

CLASSROOM PRODUCTIONS

Careers Unlimited Cassette Tapes

Unit Number	*Tape Number*	*Career Title*
1 (601)	601 – 1	Broadcasting
1 (601)	601 – 3	Hotel-Motel
1 (601)	601 – 4	Restaurant
1 (601)	601 – 5	Advertising
3 (603)	603 – 2	Transportation
4 (604)	604 – 5	Selling
5 (605)	605 – 2	Clothing and Fashion
5 (605)	605 – 4	Recreation

IMPERIAL FILMS COMPANY*

Career Development Cassette Tapes

Account Executive
Actor
Banker
Business Consultant
Buyer
Commercial Artist
Cost Analyst
Driver or Routeman
Editor
Fashion Model
Insurance Salesman
Park Director
Radio Broadcaster
Realtor
Reporter
Salesman
Stewardess
Stockbroker
Theatrical Agent
Waiter/Restaurant Manager

*IMPERIAL FILMS COMPANY, INC.
332 South Michigan Avenue
Chicago, Illinois 60604

RESOURCE PUBLICATIONS

Acting Is Believing, by Charles McGaw: HOLT, RINEHART, & WINSTON, a subsidiary of Columbia Broadcasting System, 383 Madison Avenue, New York, New York 10017.

Advertising: A Career Of Action And Variety, pamphlet, AMERICAN ASSOCIATION OF ADVERTISING AGENCIES, 200 Park Avenue, New York, New York 10017.

A Life Career, INSTITUTE OF INSURANCE.

Banking: A Career For Today & Tomorrow booklet, AMERICAN BANKERS ASSOCIATION, Banking Education Committee, 90 Park Avenue, New York, New York 10016.

Broadcast Management, by Qual and Martin; HASTINGS HOUSE PUBLISHERS, INC., 10 East 40th Street, New York, New York 10016.

A Business Of Your Own booklet, SOHIO OIL COMPANY, INC., Cleveland, Ohio.

Career Information: Marketing and Distributive Occupations, AMERICAN VOCATIONAL ASSOCIATION, 115 16th Street, N.W., Washington, D.C.

Career Opportunities: Marketing, Business & Office Specialists, by Wiggs; J.G. FERGUSON PUBLISHING COMPANY, 6 North Michigan Avenue, Chicago, Illinois 60602.

Career Opportunities In Service booklet, FORD MOTOR COMPANY, Service Training Programs Department, Garrison Plaza East, 19855 Outer Drive, Dearborn, Michigan 48124.

Career World Magazine, 501 Lake Forest Avenue, High Wood, Illinois 60040.

Career Briefs, CAREERS PUBLICATIONS, INC.*

Careers In The Floral Industry, pamphlet, SOCIETY OF AMERICAN FLORISTS, 901 North Washington Street, Alexandria, Virginia 22314.

Careers & Opportunities In Retailing paperback, NATIONAL RETAIL MERCHANTS ASSOCIATION, Personnel Division, 100 West 31st Street, New York, New York 10001.

Careers In Property & Liability Insurance booklet, INSURANCE INFORMATION INSTITUTE, 110 William Street, New York, New York 10038.

Careers In The Retail Automobile Business booklet, GENERAL MOTOR CORPORATION, Detroit, Michigan.

Careers In Retailing pamphlet, OHIO STATE COUNCIL OF RETAIL MERCHANTS, 71 East State Street, Columbus, Ohio 43215.

Careers For Youth In The Food Industry pamphlet, NATIONAL RESTAURANT ASSOCIATION, 1530 North Lake Shore Drive, Chicago, Illinois 60610

Consider A Career In Public Relations, CHRONICLE GUIDANCE PUBLICATIONS, INC.*

Dictionary Of Occupational Titles, Vol. I, II, III; CHRONICLE GUIDANCE PUBLICATIONS, INC.*

Discovery: Career Log, SCHOLASTIC BOOK SERVICE, Richmond Hill, Ontario.

Distributive Career Series, FAIRCHILD PUBLICATIONS*

The Encyclopedia Of Careers & Vocational Guidance, by Hopke; J.G. FERGUSON PUBLISHING COMPANY, 6 North Michigan Avenue, Chicago, Illinois 60602.

Finding Your Job booklets, FINNEY COMPANY*

Food Retailing May Be The Career For You booklet, NATIONAL ASSOCIATION OF RETAIL GROCERS, 360 North Michigan Avenue, Chicago, Illinois 60601.

Going Places In Oil booklet, AMERICAN PETROLEUM INSTITUTE, 1271 Avenue of the Americas, New York, New York 10020.

Guide To Filmmaking, by Pincus; NEW AMERICAN LIBRARY, 1301 Avenue of the Americas, New York, New York 10019.

Handbook Of Job Facts, SCIENCE RESEARCH ASSOCIATES (SRA)*

Helen Greene, Department Store Worker, FOLLETT EDUCATIONAL CORPORATION, Chicago, Illinois.

Hello World!–Food & Lodging Services, FIELD EDUCATIONAL PUBLICATIONS, Atlanta, Georgia.

It's Up To You, INSTITUTE OF INSURANCE.

Job Scene, Comic Series, FLORIDA STATE EMPLOYMENT OFFICE, Tallahassee, Florida.

Jobs In Advertising pamphlet, AMERICAN ADVERTISING FEDERATION, 1225 Connecticut Avenue, N.W., Washington, D.C. 20036.

Marketing Careers In The Jet Air Age, CHRONICLE GUIDANCE PUBLICATIONS, INC.*

Marketing Research For The High School Student, CHRONICLE GUIDANCE PUBLICATIONS, INC.*

The Marketing Story, U.S. DEPARTMENT OF COMMERCE, WASHINGTON, D.C. 20402.

Modeling Careers: Glamour and Hard Work, CHRONICLE GUIDANCE PUBLICATIONS, INC.*

The New Look In Service Stations (Automobile Service Station Attendant), CHRONICLE GUIDANCE PUBLICATIONS, INC.*

Occupational Briefs, CHRONICLE GUIDANCE PUBLICATIONS, INC.*

Occupational Briefs, SCIENCE RESEARCH ASSOCIATES*

Occupational Guidance booklets, FINNEY COMPANY*

Occupational Guide, series, CALIFORNIA DEPARTMENT OF EMPLOYMENT*

Occupational Manuals series, GREGG/McGRAW HILL*

Occupational Outlook Handbook, 1972-73 Edition, Bulletin No. 1700; U.S. Department of Labor, Bureau of Labor Statistics, SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, Washington, D.C. 20402.

Occupations And Careers, by Feingold and Swerdloff; WEBSTER/McGRAW-HILL PUBLISHING COMPANY*

On The Road With The Truckers, CHRONICLE GUIDANCE PUBLICATIONS, INC.*

Opportunities In The Trucking Industry, AMERICAN TRUCKING ASSOCIATION, 1616 P Street, N.W., Washington, D.C. 20036.

Opportunities With Texaco booklet, TEXACO OIL COMPANY, INC., P.O. Box 52332, Houston, Texas 77052.

Opportunity Is Retailing booklet, NATIONAL RETAIL MERCHANTS ASSOCIATION, Personnel Division, 100 West 31st Street, New York, New York 10001.

Popeye and Careers, Comic Books, KING FEATURES, INC.*

Project Loom Units, FLORIDA STATE UNIVERSITY*

This Business Of Food Service, CHRONICLE GUIDANCE PUBLICATIONS, INC.*

Travel U.S.A., U.S. DEPARTMENT OF COMMERCE, Washington, D.C. 20402.

What Job For Me?, book series, WEBSTER/McGRAW-HILL PUBLISHING COMPANY*

Widening Occupational Roles Work Briefs, SCIENCE RESEARCH ASSOCIATES*

Your Career In The Hotel-Motel Industry booklet, EDUCATIONAL INSTITUTE OF THE AMERICAN HOTEL-MOTEL ASSOCIATION, Kellogg Center, East Lansing, Michigan 48823.

Your Future: Careers In Consumer Finance booklet, THE NATIONAL CONSUMER FINANCE ASSOCIATION, 1000 16th Street, N.W., Washington, D.C. 20036.

Your Job In Distribution, by Beaumont and Langan; GREGG-McGRAW-HILL PUBLISHING COMPANY*

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*See succeeding pages for specific titles and/or addresses of resources

CALIFORNIA DEPARTMENT OF EMPLOYMENT*

Occupational Guides

Title of Publication

Administrative Services Manager
Claims Adjuster
Contract Administrator
Credit & Collection Manager
Display Man
Display Man, General Merchandise
Food Clerk
Grocery Checker
Grocery Product Salesman
Hotel Manager
Management Trainee
Model
Purchasing Agent
Quality Control Manager
Real Estate Salesman
Retail Store Manager
Sales Clerk
Salesman, Building Materials
Salesperson
Salesperson, Cosmetics
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Salesperson, Home Furnishings
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Drugstore Salesperson
Food Service Supervisor
Grocery Checker
Hotel Managers
House-to-House Salesman
Insurance Clerks
Junior Executives
Managers, General
Materials Handler
Proofreader
Public Relations Man
Purchasing Agent
Radio-TV Broadcast-Time Salesman
Real Estate Appraiser
Real Estate Salesman
Restaurant Hostess
Restaurant Manager
Room Clerk
Sales Clerk
Salesman, Automobile
Salesman, Grocery Product
Salesman, Hardware
Sales (Marketing) Manager
Salesperson (Retail)
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Securities Salesman
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Department O.K.
7 East Twelfth Street
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CHRONICAL GUIDANCE PUBLICATIONS, INC.*

Occupational Briefs

Number	Title	Number	Title
251	Acrobat (& Aerialist)	172	Public Relations Man
205	Actor (& Actress)	167	Purchasing Agent
54	Announcer (Radio & Television)	428	Radio & TV Broadcasting Industry
95	Buyer	360	Radio & TV Production Occupations
355	Credit Analyst (Banking)	309	Radio & TV Time Salesman
266	Credit Manager	14	Railroad Transportation Industry
375	Department Store Occupations	92	Recreation Leader (Director)
294	Disc Jockey	100	Restaurant Manager
249	Employment Supervisor	15	Sales Clerk
358	Executive Housekeepr	133	Salesman, Automobile
23	Fashion Designer	8	Salesman, General (Retail & Wholesale Trade)
269	Floral Designer	136	Salesman, House-to-House (Direct Sell)
196	Gas Distribution Occupations	417	Salesman, Manufacturers'
411	Insurance Industry, Careers in the	55	Salesman, Real Estate
30	Interior Designer	202	Salesman, Wholesale Trade
272	Job Analyst	226	Sign Writer (Hand)
91	Junior Executive	367	Supermarket Manager
218	Life Underwriter	321	Taxi Driver
254	Marketing Research	73	Teller (Banking)
61	Model	351	Theater Manager
80	Musician, Instrumental	333	Ticket Agent
317	Musicians	115	Traffic Manager
258	Personnel Supervisor	206	Travel Counselor
299	Product Demonstrators	42	Truck Driver
239	Program Director (Radio & TV)	17	Waiter (Waitress)

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Finding Your Job Booklets

Job Title	Unit	Vol.	No.
Airlines Porter	2	IV	9
Airport Line Boy	4	I	11
Bakery Goods Wrapper and Packer	4	I	9
Bakery Shipping Room Helper	3	V	4
Bakery Stock Man	3	IV	10
Bellboy	1A	III	7
Bin Boy	5	V	5
Bottle Labeler	4	I	2
Box Packer	3	V	6
Boxcar Unloader	6	I	12
Bread Loaf Racker (Bakery)	3	II	3
Busboy	1A	II	7
Button Grader	6	III	5
Candle Inspector and Packer	5	I	5
Candy Inspector	3	II	1
Candy Packer	1A	V	7
Car Hop	2	III	2
Car Lot Man	1A	I	6
Car Runner	6	I	1
Carnival Ride Operator	2	III	10
Carton Assembler	3	IV	5
Carton Stripper	3	III	8
Checkroom Attendant	3	IV	7
Contest Entry Checker	3	IV	9
Department Store Porter	2	V	7
Dockman (Fruit Company)	4	III	4
Driving Range Helper	3	V	1
Florist's Helper	1A	V	12
Food Vendor	2	II	3
Forklift Truck Operator	2	II	1
Gift Wrapper	3	II	12
Golf Course Worker	2	IV	3
Grader (Cannery)	5	IV	5
Grain Sampler	5	V	10
Handbill Passer	4	IV	5
Hobby Shop Helper	6	II	1
Hotel Houseman	2	V	1
Hotel Maid	1A	II	5
House Mover's Helper	2	IV	8
Ice Skating Rink Helper	6	IV	5
Labeler-Packer (Paint Factory)	5	IV	11
Locker Room Attendant	3	III	1
Moving Van Loader	1A	V	11
News Vendor	2	I	4
Newspaper Inserter	4	III	3
Order Filler (Cosmetic Industry)	5	III	10
Packer and Wrapper	2	V	3
Paper Sorter and Counter	6	V	11
Parking Lot Attendant	1A	II	8
Passenger Elevator Operator	1A	II	1
Powder Room Attendant	1A	II	11
Raw Material Handler	6	I	5
Receiving Clerk's Helper	4	II	6
Redcap	2	II	12
Rental Service Helper	5	V	8
Resort Operator's Helper	5	III	3
Room Steward	4	IV	7
Service Operator (Laundry)	3	IV	3
Service Station Attendant	1A	IV	6
Shipping Clerk's Helper	1A	I	10
Signboard Billposter	3	IV	1
Stock Clerk's Helper (Department Store)	4	II	10
Supermarket Stock Boy	1A	IV	12
Theater Usher	1A	III	4
Tray Packer (Airline Food Service)	1A	IV	2
Warehouseman's Helper	1A	II	12
Wholesale Jewelry Worker	3	II	6
Zoo Attendant	3	I	12

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Occupational Guidance Booklets

Occupational Title	Unit	Vol.	No.
Advertising Copywriter	3A	III	19
Advertising Layout Artist	3A	III	16
Advertising Manager	2A	II	17
Advertising Media Director	2A	V	16
Advertising Production Assistant	5	II	1
Advertising Solicitor	4	II	7
Air Traffic Controller	3A	V	4
Airline Freight Handler	4	VI	16
Airline Reservationist	2A	V	12
Airline Station Agent	1A	II	7
Airline Stewardess	1A	I	3
Agent, Life Insurance	1A	VIII	4
Agent, Literary	4	V	18
Agent, Livestock Commission	1A	VI	1
Agent, Union Business	2A	III	2
Appliance Store Manager	2A	II	3
Assessor	3A	VIII	4
Autioneer	4	IV	12
Auditor, Insurance	3A	VIII	1
Automobile Salesman	4	I	19
Automotive Parts Man	3A	VI	7
Bank Teller	4	II	12
Bank Trust Officer	4	VI	7
Banker, Investment	2A	VIII	12
Bookstore Operator	3A	III	8
Bowling Lanes Manager	4	II	8
Broker, Custom House	4	VIII	2
Broker, Food	1A	IV	19
Bus Driver	2A	III	11
Business Reporter	4	VI	19
Cafeteria Manager	1A	VIII	16
Camp Director	4	VII	5
Cannery Fieldman	3A	IV	19
Cashier	1A	VIII	11
Catalog Order Clerk	5	IV	15
Catalog Writer	3A	VII	19
Chain Store Buyer	2A	VI	17
Chain Store Manager	1A	I	7
Chamber of Commerce Manager	3A	VII	8
Check-Out Clerk	1A	II	5
Chief Steward	4	V	10
China Shop Manager	5	VII	5
Claims Adjuster	2A	IV	13
Commercial Artist	1A	II	8
Comparison Shopper	5	II	12
Comptroller	4	III	15
Copyreader, Newspaper	2A	III	15
Copywriter, Retail	2A	IV	3
Credit Analyst	5	II	17
Credit Authorizer	2A	I	8
Credit Collection Man	2A	V	2
Credit Manager	1A	IV	9
Customs Inspector	2A	V	5
Debt Adjuster	4	IV	10
Department Store Buyer	4	I	18
Designer, Package	4	V	6
Dining Room Hostess	2A	II	7
Disc Jockey (Radio Personality)	3A	I	20
Dispatcher, Freight	3A	VIII	13
Display Artist	4	III	11
Driver, Delivery Service	5	VIII	3
Dry Cleaning Shop Manager	1A	I	10
Editor, Book	2A	III	12
Editor, City	4	II	13
Editor, Food	5	VIII	2
Editor, Greeting Card	5	II	9
Editor, Industrial	2A	I	18
Editor, Labor Press	3A	II	7
Editor (Newspaper), Makeup	2A	V	7
Editor, Weekly Newspaper	1A	VI	7
Editor, Women's News	2A	VII	20
Editorial Assistant	5	VII	10
Editorial Cartoonist	5	VII	13
Estate Sale Conductor	4	V	15

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Occupational Guidance Booklets
(continued)

Occupational Title	Unit	Vol.	No.
Fashion Coordinator	5	V	9
Fashion Model	3A	I	15
Fashion Saleswoman	1A	VII	10
Fashion Writer	3A	I	11
Federal Food and Drug Inspector	3A	I	5
Feed Mill Manager	1A	VIII	7
Feed Store Operator	3A	III	14
Female Radio or Television Commentator	5	I	10
Film Rental Clerk	3A	VI	19
Fire Inspector	3A	III	9
Fire Investigator	3A	IV	6
Floral Designer	5	VI	17
Florist	1A	VIII	9
Food Checker	2A	IV	2
Food Demonstrator	2A	VI	6
Freight Dispatcher	3A	VIII	13
Freight Solicitor	1A	VIII	8
Fund Raising Director	2A	VIII	7
Furniture Store Operator	5	V	5
Gift Shop Manager	4	VI	9
Golf Course Superintendent	4	V	17
Hardware Store Manager	1A	IV	5
Head Waiter	5	III	7
Hobby Shop Manager	5	III	20
Hotel Housekeeper	4	I	3
Hotel Manager	4	VII	17
Hotel Purchasing Agent	3A	VII	11
Hotel Room Clerk	1A	I	6
House Mover	4	VIII	8
Illustrator, Fashion	4	I	20
Illustrator, Magazine	5	III	1
Importer	3A	V	14
Industrial Traffic Manager	1A	IV	3
Information Desk Clerk	2A	I	9
Insurance Agent, Life	1A	VIII	4
Insurance Auditor	3A	VIII	1
Inventory Supervisor	1A	VIII	12
Investment Banker	2A	VIII	12
Investment Counselor	1A	VII	16
Jeweler	1A	II	14
Kennel Operator	3A	V	18
Mailing List Compiler	2A	III	1
Manufacturers' Representative	1A	VII	8
Market Research Analyst	1A	VI	11
Market Research Interviewer	4	II	19
Meter Reader	3A	VIII	17
Motel Manager	4	IV	4
Moving Van Driver	2A	VII	12
Music Store Clerk	5	I	6
Music Store Owner	5	VII	17
Newcomer Greeter	2A	IV	6
Newspaper Circulation Supervisor	4	IV	7
Newspaper Columnist	5	V	17
(Newspaper), Telephone Ad-Taker	5	VIII	6
Paper Tester	5	VI	14
Pawnbroker	4	VI	13
Personal Shopper	5	III	18
Petroleum Salesman	3A	VIII	18
Private Club Manager	4	VIII	13
Proofreader	1A	V	3
Public Relations Account Executive	2A	VI	4
Public Relations Director	1A	V	19
Public Relations Writer	5	V	3
Purchasing Agent	1A	VII	3
Purchasing Agent, Hotel	3A	VII	11
Purser, Ship's	3A	VII	9
Radio Announcer	1A	vI	9
Radio or Television Commentator, Female	5	I	10

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Occupational Guidance Booklets
(continued)

Occupational Title	Unit	Vol.	No.
Radio and Television, Continuity Director	5	II	19
Radio-Television News Director	2A	VII	17
Radio or Television Program Director	1A	VIII	6
Railroad Conductor	1A	VII	4
Railroad Industrial Agent	2A	VII	7
Railroad Station Agent	2A	III	10
Rate Clerk	1A	II	11
Real Estate Appraiser	3A	III	17
Real Estate Closer	2A	III	8
Real Estate Manager	1A	VI	18
Real Estate Salesman	2A	II	6
Recreational Services Director	1A	IV	1
Reporter, Business	4	VI	19
Reporter, Newspaper	4	III	4
Resort Operator	5	III	10
Restaurant Manager	2A	II	9
Sales Manager, Wholesale	4	VIII	4
Salesman, Automobile	4	I	19
Salesman, Farm Equipment	3A	V	17
Salesman, Petroleum	3A	VIII	18
Salesman, Radio or TV Time	3A	I	18
Salesman, Real Estate	2A	II	6
Salesman, Retail	1A	VIII	5
Salesman, Specialty	1A	VII	11
Salesman, Surgical Supply	2A	V	18
Salesman, Wholesale	1A	IV	7
Saleswoman, Fashion	1A	VII	10
Service Station Operator	1A	III	19
Ski Resort Operator	5	V	20
Small Loan Company Manager	4	III	16
Sporting Goods Manager	3A	V	1
Stewardess (Airline)	1A	I	3
Stock Clerk	1A	I	19
Stock Transfer Clerk	2A	V	8
Supermarket Manager	4	VIII	17
Taxicab Dispatcher	3A	III	2
Taxicab Driver	3A	VI	6
Technical Illustrator	1A	III	4
Technical Writer	1A	I	2
Telephone Service Representative	5	VIII	13
Theater Manager	3A	V	13
Theatrical Agent	3A	VI	9
Tourist Guide	3A	III	3
Traffic Manager, Industrial	1A	IV	3
Train Dispatcher	2A	VII	11
Travel Agent	2A	I	5
Underwriter, Casualty	2A	II	11
Vending Route Operator	4	I	8
Waitress	2A	IV	16
Warehouse Supervisor	2A	IV	7
Wholesale Sales Manager	4	VIII	4
Wholesale Salesman	1A	IV	7
Window Decorator	1A	VI	17
Women's Apparel Shop Manager and Buyer	1A	VII	2

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4	Physical Distribution
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6	Creative Selling
7	Advertising
8	Display and Promotion
9	Customer Services
10	Wholesaling
11	Communications in Marketing
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(Grades 9-12)

Number	Title	Number	Title
62	Actors and Actresses	240	General Merchandise Salesclerks
251	Actuaries	13	Hotel and Motel Workers
371	Advertising Account Executives	313	Hotel Managers
361	Advertising Copywriters	237	House-to-House Salespeople
63	Advertising Workers	163	Import & Export Workers
120	Airline Stewardesses	238	Insurance Adjusters
298	Airline Traffic Agents & Clerks	118	Insurance Agents
111	Automobile Salesmen	8	Interior Designers & Decorators
46	Bank Officers	98	Managers, Theater
11	Bank Workers	99	Managers, Traffic
317	Busboys	114	Manufacturers' & Wholesalers' Salesmen
284	Buyers	210	Market Research Workers
383	Caterers	167	Models
332	Checkers, Food Store	257	Motion Picture Producers & Directors
352	Clerks, Shipping	134	Personnel Workers
91	Credit Collectors	97	Purchasing Agents
94	Credit Workers	280	Radio & Television Announcers
232	Dealers, Farm Equipment	347	Radio & Television Time Salesmen
116	Department Store Salespeople	169	Real Estate Agents
398	Designers, Scene	364	Real Estate Appraisers
296	Disc Jockeys	350	Restaurant Managers
40	Display Workers	319	Retail Clothing Salespeople
378	Doormen	165	Salesmen, Securities
57	Drivers, Long-Distance Truck & Bus	372	Service Representatives for Utilities
325	Employment Service Interviewers	60	Service Station Workers
142	Fashion Designers	354	Stock Clerks
233	Florists	100	Travel Agency Workers
117	Food Store Workers	267	Waiters and Waitresses
353	Fund Raisers	110	Warehouse Workers

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(Grades 6-9)

Number	Title	Number	Title
170	Adjusters, Insurance	145	Gift Shop Owners and Managers
4	Advertising Account Executives	157	Hotel and Motel Managers
5	Advertising Copywriters	158	Hotel and Motel Workers
9	Air Traffic Controllers	165	Industrial Relations Workers
12	Airline Dispatchers	170	Insurance Adjusters
14	Airline Stewardesses	171	Insurance Agents
15	Airline Ticket Agents	172	Insurance Clerks
269	Announcers, Radio and Television	188	Literary Agents
20	Apartment Building Managers	16	Managers, Airport
275	Appraisers, Real Estate	20	Managers, Apartment Building
33	Automobile Salesmen	64	Managers, City
35	Automotive Parts Salesmen	157	Managers, Hotel and Motel
37	Bank Clerks	281	Managers, Restaurant
38	Bank Officers	311	Managers, Store
39	Bank Tellers	327	Managers, Traffic
47	Bookstore Clerks	199	Market Research Interviewers
189	Bus Drivers, Local	213	Models
190	Bus Drivers, Long-Distance	257	Product Demonstrators
52	Busboys	261	Proofreaders
310	Buyers, Store	267	Public Relations Workers
55	Cashiers	268	Purchasing Agents
56	Caterers	274	Real Estate Agents
65	City Planners	275	Real Estate Appraisers
70	Commercial Artists	277	Recreation Workers
5	Copywriters, Advertising	280	Reporters
78	Credit Clerks	283	Routemen
79	Credit Collectors	30	Routemen, Automatic Vending
94	Disc Jockeys	286	Salesmen
95	Display Workers	33	Salesmen, Automobile
100	Drugstore Clerks	35	Salesmen, Automotive Parts
101	Drycleaning Workers	197	Salesmen, Manufacturers
103	Economists	271	Salesmen, Radio-TV Time
104	Editorial Assistants	90	Salespeople, Department Store
44	Editors, Book	159	Salespeople, House-to-House
196	Editors, Magazine	289	Salesmen, Securities
115	Executive Housekeeprs	291	Service Station Workers
118	Factory Inspectors	295	Shipping Clerks
119	Farm Equipment Dealers	309	Stock Clerks
120	Fashion Designers	318	Taxi Drivers
128	Florists	328	Travel Agents
130	Food Store Workers	191	Truck Drivers, Long-Distance
132	Foremen	336	Waiters and Waitresses
137	Funeral Directors	136	Writers, Free-Lance
139	Furriers	321	Writers, Technical

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Employment Outlook for Real Estate Agents & Brokers

Employment Outlook for Restaurant Occupations

Employment Outlook for Salesmen and Saleswomen in Retailing, Wholesaling, and Manufacturing

Employment Outlook for Securities Salesmen

Employment Outlook for Salesmen in Wholesale Trade

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*U.S. DEPARTMENT OF LABOR
Employment Service Division
Washington, D.C.

GAMES RECOMMENDED

Commercial Games	*Publisher's Name*
Billionaire	Parker Brothers
Boss	"
Careers	"
Dealers' Choice	"
Dig	"
Masterpiece	"
Monopoly	"
Probe	"
Quibic	"
Touring	"
Concentration	Milton Bradley
Easy Money	"
Happiness	"
Hollywood Square	"
Jeopardy	"
Password	"
Who, What, Where	"
Lottery	Selchow & Righter
RSVP	"
Scrabble	"
Bazaar	3-M Company
High Bill	"
Venture	"
Stock Market	Avalon Hill Company
Shopping Center	Creative Playthings
Money Card	Schaper
Ad Lib	Lowe
Junior Executive	Whitman
Park and Shop	"

*Games listed are highly recommended by classroom teachers who have used them with their Pre-Vocational Distributive Education students in the middle grades 6-9.

NAMES AND ADDRESSES OF SOURCES

A.I.M.S. Instructional Media Services, Inc.
P. O. Box 1010
Hollywood, California 90028

American Advertising Federation
1225 Connecticut Avenue, N.W.
Washington, D. C. 20036

American Association of Advertising Agencies
200 Park Avenue
New York, New York 10017

American Bankers Association
Banking Education Committee
90 Park Avenue
New York, New York 10016

The American Economic Foundation
51 East 42nd Street
New York, New York 10017

American Express Company
65 Broadway
New York, New York 10006

American Heritage Center
Harding College
Searcy, Arkansas 72143

American Hotel and Motel Association
888 Seventh Avenue
New York, New York 10019

American Management Association, Inc.
Film Department
135 West 50th Street
New York, New York 10020

American Petroleum Institute
1271 Avenue of the Americas
New York, New York 10020

American Transit Association
815 Connecticut Avenue, N.W.
Washington, D. C. 20006

American Vocational Association
1510 H. St., N.W.
Washington, D. C. 20005

Associated Business Publications
205 East 42nd Street
New York, New York 10003

Association of American Railroads
830 Transportation Building
Washington, D. C. 20006

Association Instructional Materials
600 Madison Avenue
New York, New York 10022

Association-Sterling Films
866 Third Avenue
New York, New York 10022

Bowmar, Inc.
622 Rodier Drive
Glendale, California 91201

The Bureau of National Affairs, Inc.
BNA Films
5615 Fishers Lane
Rockville, Maryland 20852

Business Book Company
159 Emerald Green Court
St. Louis, Missouri 63141

Business Education Films
5113 16th Avenue
Brooklyn, New York 11204

Career World, Inc.
Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040

Careers Publications, Inc.
Largo, Florida 33540

Carousel Films, Inc.
1501 Broadway Avenue
New York, New York 10036

Chamber of Commerce
Audio-Visual Services Department
1615 H. Street, N.W.
Washington, D. C. 20006

Charles Cahill and Associates, Inc.
P. O. Box 1010
Hollywood, California 90028

Chronicle Guidance Publications, Inc.
Moravia, New York 13118

Classroom Film Distributors, Inc.
5620 Hollywood Bouelvard
Hollywood, California 90028

Classroom Productions, Inc.
851 College Parkway at McGregor Boulevard
Ft. Myers, Florida 33901

Close Productions
P. O. Box 2858
163 San Carlos Boulevard
Fort Myers Beach, Florida 33931

Colonial Films, Inc.
752 Spring Street, N.W.
Atlanta, Georgia 30308

Consumer Union Film Library
267 West 25th Street
New York, New York 10001

Coronet Instructional Films
Coronet Building
65 East South Water Street
Chicago, Illinois 60640

Educational Dimensions Corporation
P. O. Box 488
Great Neck, New York 11022

Educational Productions
8328 Willow Way
Raytown, Missouri 64138

Encyclopaedia Britannica Films, Inc.
1500 Wilmette Avenue
Wilmette, Illinois 60091

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Fairchild Publications
7 East 12th Street
New York, New York 10003

Farm Film Foundation
1425 H. Street, N.W.
Washington, D. C. 20005

Federal Reserve Bank
See your nearest Federal Reserve Bank

Film Associates of California
11559 Santa Monica Boulevard
Los Angeles, California 90025

Filmstrip House, Inc.
432 Park Avenue South
New York, New York 10016

Finney Company
3350 Gorham Avenue
Minneapolis, Minnesota 55426

Fortune Films
Time and Life Building
New York, New York 10020

General Motors Corporation
Public Relations Staff
Film Library
General Motors Building
Detroit, Michigan 48202

Guidance Associates
P. O. Box 5
23 Washington Avenue
Pleasantville, New York 10570

Imperial Films, Inc.
332 South Michigan Avenue
Chicago, Illinois 60604

Imperial Productions, Inc.
247 West Court
Kankakee, Illinois 60901

Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

Industrial Management Society
c/o [illegible]ing Picture Service
160 East [illegible] Avenue
Chicago, Illinois 60611

Insurance Information Institute
110 Williams Street
New York, New York 10038

Instructional Systems Associates
P. O. Box 1379
Wichita, Kansas 67201

International Film Bureau
332 South Michigan Avenue
Chicago, Illinois 60604

International Paper Company
220 East 42nd Street
New York, New York 10017

Investment Bankers Association of America
Education Department
425 Thirteenth Street, N.W.
Washington, D. C. 20004

Investment Company Institute
61 Broadway
New York, New York 10006

J. C. Penney Company, Inc.
Educational Relations Department
1301 Avenue of the Americas
New York, New York 10019

Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York 10036

McGraw-Hill Book Company
Text-Film Division
327 West 41st Street
New York, New York 10036

Merchandiser Film Productions
419 Park Avenue South
New York, New York 10016

National Association of Manufacturers
Film Bureau
277 Park Avenue
New York, New York 10017

National Association of Retail Grocers
360 North Michigan Avenue
Chicago, Illinois 60601

National Association of Wholesaler-Distributors
1725 K Street, N.W.
Washington, D. C. 20006

National Consumer Finance Association
701 Solar Building
Washington, D. C. 20036

National Restaurant Association
1530 North Lake Drive
Chicago, Illinois 60610

National Retail Merchants Association
Personnel Division
100 West 31st Street
New York, New York 10001

National Security Traders Association
O. T. C. Information Bureau
342 Madison Avenue
New York, New York 10017

New York Life Insurance Company
51 Madison Avenue
New York, New York 10010

Ohio Distributive Education Materials Lab
Ohio State University
1885 Neil Avenue
Columbus, Ohio 43210

Pathescope Films, Inc.
71 Weyman Avenue
New Rochelle, New York 10802

Reynolds Metals Company
P. O. Box 27003
Richmond, Virginia 23216

Roundtable Films, Inc.
321 South Beverly Drive
Beverly Hills, California 90212

Science Research Associates, Inc.
Industrial and Special Education Division
259 East Erie Street
Chicago, Illinois 60611

Sears Roebuck and Company
Public Relations Department
Chicago, Illinois 60611

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

South-Western Publishing Company
5101 Madison Road
Cincinnati, Ohio 45227
(or contact the regional office
serving your area)

Stanton Films
7934 Santa Monica Boulevard
Los Angeles, California 90046

Sterling-Movies, Inc.
43 West 61st Street
New York, New York 10023

Storyboard, Inc.
165 East 72nd Street
New York, New York 10021

United States Bureau of the Census
Department of Commerce
Washington, D. C. 20233

United States Department of Agriculture
Office of Information
Radio and Television Services
Washington, D. C. 20250

United States Department of Commerce
Washington, D. C. 20402

United World Free Film Service
5023 N. E. Sandy Boulevard
Portland, Oregon 97213

University of California
Extension Media Center
2223 Fulton Street
Berkeley, California 94720

University of Idaho
Audio-Visual Center
Moscow, Idaho 83843

University of Michigan
Television Center
310 Maynard Street
Ann Arbor, Michigan 48108

University of Minnesota
Audio-Visual Education Service
29 Wesbrook Hall
Minneapolis, Minnesota 55455

University of Southern California
School of Performing Arts
Film Distribution Center
University Park
Los Angeles, California 90007

University of Texas at Austin
Instructional Materials Services
Division of Extension
Austin, Texas 78712

University of Washington
Audio-Visual Services
Room 114, Lewis Hall
Seattle, Washington 98107

Visual Education, Inc.
1425 H. Street, N.W.
Washington, D. C. 20005

3 M Company
Visual Products Division
2501 Hudson Road
St. Paul, Minnesota 55119

Washington State University
Audio-Visual Center
Pullman, Washington 99163

Webster/McGraw-Hill Publishing Company
World Headquarters
330 West 42nd Street
New York, New York 10036

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